AGENDA OF THE OPERATIONS MANAGEMENT COMMITTEE OF THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

A G E N D A

EDUCATION MANAGEMENT COMMITTEE

1987 01 06

Confirmation of the minutes of the last regular and special meeting of 1986 12 11.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: Semestering - **pages 1-75.**

NEW BUSINESS:

1. Resolution from The Board of Education for the City of Scarborough re: Revision of the Copyright Act - **pages 76-77.**

2. Report from the Officials re: Alternative Education - **pages 78-84.**

3. Committee on Race Relations - (motion referred from December Board - 1986 12 11.) - **pages 85-111.**

4. Section 16 Program - Webber House - **pages 112-113.**

5. Report re: Continuing Education.

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

2. Report from the Officials re: French Immersion - **pages 114-115.**

3. Report from the Officials re: Allenby School - **pages 116-118.**

NEW BUSINESS:

1. Recommendations of the Director of Education - **pages 119-121.**

2. Request re: "4 Over 5 Plan" - Sheila MacLeod - request to change date - **page 122.**

3. Request from the Children's International Centre -- $6,000 - **pages 123-130.**

4. Play School - Hill Park Secondary School - **pages 131-133.**

January - September 1987

Education Centre
100 Main Street West
Hamilton, Ontario
1986 12 15

To the Chairman and Members,
Education Management Committee,
Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

RE: REPORT OF THE COMMITTEE TO STUDY ALTERNATIVES TO SEMESTERING

A. MANDATE

The committee was instructed:

1. to investigate alternatives to semestering
2. to recommend appropriate actions which would address expressed concerns about semestering.

B. PREAMBLE

This history of semestering in the Hamilton Board should be considered when reviewing alternatives to semestering.

In 1971, the staff at Barton Secondary School began investigating the feasibility of reorganizing their school on a semester basis. The staff was looking for a solution to a number of problems that appeared in the traditional organization at that time:

- the periods of 35-40 minutes were too short for "activity-based" subjects
- the frequent change of classes was disruptive, and wasted instructional time
- students experiencing difficulty early in the year often gave up or dropped out of school
- those students who gave up had to wait until the following September to try again
- there was no provision in day school to repeat a failed subject within the same school year
- there was difficulty in placing some students from outside the System who entered the school during the school year
- some students, particularly those working at the general level, had difficulty carrying eight subjects all year.

The Barton staff researched semestering, visited semestered schools and worked with inservice programmes in appropriate teaching methodologies over a two-year period. They launched the experiment in 1973. The enthusiasm and the intensive preparation made the experiment enjoyable and successful for both staff and students. Success was confirmed by the performance of Barton graduates in the grade 13 schools, colleges and universities.

As a result of the Barton experiment, four other composite schools went through a similar but shorter process to adopt the semestered organization. However, concerns began to surface in these newly-semestered schools. In particular, a number of the staff members teaching music and languages were assessing the effects of semestering on their subjects. One of the schools, Sir Allan MacNab S.S., attempted to address these problems by de-semestering grade 9 music, French and some mathematics classes.

Declining enrolment made it increasingly difficult to timetable and the experiment was abandoned after three years.

By 1982, 40 per cent of Hamilton schools were semestered. It should be noted that provincially a similar percentage of composite secondary schools had adopted a semestered mode of organization.

In 1984, a provincial review of education reorganized the requirements for the Secondary School Graduation Diploma under the Ontario Schools Intermediate and Senior Division document (OS:IS). The new curriculum guidelines supporting the OS:IS document suggest changes in methodology more suited to longer periods.

The new diploma required 30 credits, which could include six O.A.C. or grade 13 credits, and also required that a student be able to graduate in four years rather than the traditional five.

As a direct result of OS:IS, the move to semestering accelerated significantly throughout the province. (By 1986 approximately 90 per cent of Ontario schools were semestered.)

In Hamilton the remaining non-semestered composite schools decided upon a system to best accommodate OS:IS -- a non-semestered programme, a semestered programme, or a hybrid of the two. After extensive discussion, all non-semestered schools opted to move to full semestering.

The OS:IS Committee found that concerns expressed by some departments continue; therefore, it is recommended that semestering be reviewed. The Superintendent of Operations formed this committee to investigate alternatives to semestering.

C. PROCESS OF INVESTIGATION

1. All teachers, and department heads were invited to submit concerns and any suggestions for change.
   (Appendix A)

2. All curriculum supervisors, and principals were consulted.
   (Appendix B)

3. A random sampling of students in all composite schools was consulted about concerns by means of two questionnaires.
   (Appendix C)

4. Meetings were held with two parent groups, one above the mountain at Westmount and one below the mountain at Westdale.
   (Appendix D)

5. Committee members visited a number of schools in neighbouring municipalities to view alternatives to semestering.
   (Appendix E)

D. REPORT

The committee's research indicates that in Hamilton, support for semestering is wide-spread among students, teachers and parents.

Nonetheless, some parents and teachers have expressed a strong desire for more flexibility in the organization of schools so that selected subjects could be offered on a full-year basis. The committee has investigated a number of alternatives to semestering. Several of these are outlined below. Please note that the advantages and disadvantages listed would apply to a school adopting the alternative form of organization.

ALTERNATIVES:

1. Totally de-semester some schools.
   (a) Eight-period day - 38 minute period minimum
   (b) Six-period day - 50 minute periods
   (c) Two-day cycle - 75 minute periods
   (d) Three 8-period days and two 4-period days

2. De-semester Intermediate Division (Grades 9 and 10 and continue to semester Senior Division (Grades 11, 12 and 13) in some schools.

3. De-semester half-days in some schools.

4. Lengthen school day in some schools - $5\frac{1}{2}$ periods.

5. Extend the school day in some schools -- providing some non-semestered subjects before and after the normal school hours.

6. Introduce Modular Timetabling in some schools -- eight 38-minute modules.

1. TOTALLY DE-SEMESTER SOME SCHOOLS

(a) Eight-period day - 38 minute period minimum

This organization was at one time common in Hamilton schools.

ADVANTAGES

- satisfies the desire for year-long exposure to some subjects
- satisfies the desire for shorter periods
- allows subject content to be assimilated over a longer period of time
- provides for long-term continuity in sequential/developmental subjects

DISADVANTAGES

- does not satisfy the present requirements of OS:IS regarding the need for multiple entry points, fast-tracking, the opportunity to study two sequential subjects in one year
- does not provide a long period for subjects which require preparation and clean-up time
- seriously restricts cooperative education
- more difficult to accommodate adults in day school

(b) Six-period day - 50 minute periods

This is the organization which existed in Hamilton schools prior to semestering. It requires a four-day cycle with each subject taught three times over a four-day period.

Example:	Day 1	Day 2	Day 3	Day 4
a.m.	1	2	3	4
	2	3	4	1
	3	4	1	2
Period dropped from schedule	4	1	2	3
	L U N C H			
	5	6	7	8
	6	7	8	5
	7	8	5	6
Period dropped from schedule	8	5	6	7

ADVANTAGES

- provides an appropriate period length for many subjects
- satisfies the desire for year-long exposure to some subjects
- allows subject content to be assimilated over a longer period of time
- provides for long-term continuity in sequential/developmental subjects

DISADVANTAGES

- does not satisfy the present requirements of OS:IS regarding the need for multiple entry points, fast-tracking, the opportunity to study two sequential subjects in one year
- seriously restricts cooperative education
- more difficult to accommodate adults in day school

(c) **Two-day cycle - 75 minute period**

All subjects are taught on a year-long basis, the timetable consisting of four, 75-minute periods with four subjects scheduled for Day I and the other four subjects scheduled for Day 2.

ADVANTAGES

- satisfies the desire for year-long exposure to some subjects
- allows subjects content to be assimilated over a longer period of time
- provides for long-term continuity in sequential/developmental subjects

DISADVANTAGES

- does not satisfy the present requirements of OS:IS regarding the need for multiple entry points, fast-tracking, the opportunity to study two sequential subjects in one year
- seriously restricts cooperative education
- more demanding schedule for teachers and students
- on alternate weeks each subject is taught only twice, creating short-term continuity problems
- more difficult to accommodate adults in day school

(d) Three 8-period days and two 4-period days

This organization provides a combination of shorter periods (38 minutes) and longer periods (76 minutes) for all subjects. Students receive three short periods of instruction and one long period of instruction in each subject over the course of a five-day cycle.

ADVANTAGES

- satisfies the desire for year-long exposure to some subjects
- allows subject content to be assimilated over a longer period of time
- provides for long-term continuity in sequential/developmental subjects
- provides a more flexible schedule containing both long and short periods

DISADVANTAGES

- does not satisfy the requirements of OS:IS regarding the need for multiple entry points, fast-tracking, the opportunity to study two sequential subjects in one year
- confusing schedule for students and teachers
- seriously restricts cooperative education
- more difficult to accommodate adults in day school

2. DE-SEMESTER INTERMEDIATE DIVISION (Grades 9 and 10) AND CONTINUE TO SEMESTER SENIOR DIVISION (Grades 11, 12 and 13) IN SOME SCHOOLS.

This form of organization requires the semestered Senior Division periods to be twice the length of the non-semestered Intermediate Disivion periods (usually 38 minutes). This is one of the most common alternatives to full semestering which has survived for any length of time without an evantual move to a fully semestered school.

ADVANTAGES

- provides year-long exposure and shorter periods in the intermediate grades
- meets the requirements of OS:IS at the Senior Division regarding multiple entry points, fast-tracking and the opportunity to study two sequential subjects in one year
- accommodates cooperative education
- accommodates adults in day school

DISADVANTAGES

- seriously restricts students in taking a split Grade 10 and 11 timetable
- restricts the flexibility of teacher timetabling in terms of the current Collective Agreement
- often causes teacher timetable imbalance
- requires two or three lunch periods, causing disruption in the school
- restricts lunch-hour intramural and extra-curricular programme

NOTE: This form of organization could be modified by de-semestering only grade 9.

3. DE-SEMESTERED HALF-DAYS IN SOME SCHOOLS

Students study eight subjects per year; four subjects are semestered, four are taught all year. Half the day consists of two periods 75 minutes in length. The other half consists of three 50-minute periods. The four non-semestered subjects rotate, with one subject being dropped each day; consequently, instruction in each of these subjects will occur three times every four days.

Example:	Day 1	Day 2	Day 3	Day 4	
a.m. taught Sem.I	1	2	1	2	periods 3 and 4 are taught in semester 2
	2	1	2	1	
		LUNCH			
	5	6	7	8	
p.m. taught all year	6	7	8	5	
	7	8	5	6	

ADVANTAGES

- permits subjects to be semestered or non-semestered regardless of grade level
- accommodates adults in day school

DISADVANTAGES

- severely restricts the timetabling of teachers in terms of the current Collective Agreement
- limits cooperative education
- untried system - may be difficult to create viable student timetables

4. LENGTHEN SCHOOL DAY IN SOME SCHOOLS - 5½ PERIODS

This format consists of two 76-minute periods at the beginning and end of the day with three 38-minute periods in the middle of the day. The 76-minute periods are semestered; the 38-minute periods provide time slots where non-semestered subjects may be taught or two 38-minute periods may be put together to create an additional 76-minute semestered module. One of the 38-minute periods represents the students' lunch period.

Example:

Period I	9:00 - 10:16
Period 2	10:16 - 11:32
Period 3	11:32 - 12:10
Period 4	12:10 - 12:48
Period 5	12:48 - 1:26
Period 6	1:26 - 2:42
Period 7	2:42 - 3:58

NOTE: This schedule does not allow for travelling time between classes.

ADVANTAGES

- permits a limited number of subjects to be non-semestered
- meets the requirements of OS:IS
- accommodates cooperative education
- permits a student to gain five credits in a semester
- accommodates adults in day school

DISADVANTAGES

- significantly increases the number of students with free periods during the day
- requires instruction to occur during the lunch hour
- constrains the extra curricular and intramural programmes
- does not provide all teachers with a forty-minute lunch period required under law
- the longer day may be opposed by many parents and students
- may be in conflict with the current Collective Agreement

5. EXTEND THE SCHOOL DAY IN SOME SCHOOLS - PROVIDING SOME NON-SEMESTERED SUBJECTS BEFORE AND AFTER THE NORMAL SCHOOL HOURS

This organization provides the opportunity for one time slot before school, from approximately 8:15 a.m. to 8:55 a.m. and one time slot after school from approximately 3:30 p.m. to 4:10 p.m., permitting a limited number of subjects to be non-semestered.

ADVANTAGES

- provides all the advantages of a semestered school
- allows for a few non-semestered subjects

DISADVANTAGES

- penalizes students who select non-semestered subjects
- undermines the appeal of non-semestered subjects
- restricts student opportunities for after-school jobs
- the extended day may be opposed by many parents and students
- may be in conflict with the current Collective Agreement
- more difficult to accommodate adults in day school

6. INTRODUCE MODULAR TIMETABLING IN SOME SCHOOLS - EIGHT 38-MINUTE MODULES

This timetable accommodates non-semestered subjects of one module, 38 minutes in length, or semestered subjects of two modules, 76 minutes in length.

ADVANTAGES

- accommodates both semestered and non-semestered subjects
- meets the requirements of OS:IS
- accommodates cooperative education
- accommodates adults in day school

DISADVANTAGES

- seriously increases the number of conflicts in student timetables
- significantly increases the number of students with free periods during the day
- restricts the student timetable by requiring two non-semestered subjects to be linked together; consequently, the same students must select both subjects
- creates class size imbalances
- most appropriate in large enrolment schools (2000 or more students)

The Committee recommends to the Director and Administration:

1. that the composite secondary schools of the Hamilton Board of Education remain predominantly semestered.
2. that alternatives 1(a), (b), (c), (d) and 2 be considered the most viable alternatives to semestering for the composite secondary schools.
3. that composite secondary schools be encouraged to investigate alternatives to semestering, and implement, with the approval of the officials, alternatives in any school choosing to alter the organization.
4. that an on-going systematic in-service programme be established for all teachers which is specifically designed with a semester system in mind to deal with (a) current teaching methodologies and (b) curriculum development/implementation/evaluation procedures.
5. that an investigation of offering credit courses utilizing a more flexible school day be encouraged.

It is recommended:

1. that the Board approve this report.

THE COMMITTEE MEMBERSHIP:

ALDERSON, Bob	Department Head
CALDER, Donna	Supervisor
COOMBS, Steve	Vice-Principal
EEDSON, Mardy	Administrative Assistant
MALLORY, Glenn	Supervisor
MANSON, Bill	O.S.S.T.F. President
POUNDER, Ben	Principal
STOCKWELL, Al	Chairman

Prepared by: The Committee to Review Alternatives to Semestering

Submitted by: A. L. Stockwell

Approved by: A. J. Krever

APPENDIX A

TEACHER RESPONSE

CONTENT:

1. (a) A letter from A. Stockwell requesting the Principals to request submissions from their staffs.

   (b) A letter from A. Stockwell to Subject Supervisors requesting their input.

2. A submission from Hamilton Secondary School Music Teachers.

3. Submissions from secondary school teachers.

SUMMARY:

The letters from A. Stockwell to the staffs of all composite schools asked for problems with semestering. The fact that we received submissions from the music teachers as a group and from only eleven individual teachers seems to indicate that the teachers are generally satisfied with semestering.

The Board of Education for the City of Hamilton

OFFICE OF THE
AREA SUPERINTENDENTS
OF EDUCATION

MAILING ADDRESS
P.O. BOX 558
HAMILTON, ONT.
L8N 3L1

100 MAIN STREET WEST
HAMILTON, ONT.

TELEPHONE (416) 527-5092

November 4, 1986

TO: All Secondary Principals:

In Ontario, the steady growth of semestering, over a fifteen year period, was accelerated significantly when schools began to implement the new requirements of O.S.:I.S. At that time, many boards of education, including our own, became totally semestered, leaving no alternative for subjects or grade levels which adapt less easily to the semestered form of school organization.

With this fact in mind, I have been asked to chair a committee to investigate alternatives to semestering which might be used within the semestered framework of our schools to address perceived problems.

If you and your staff feel there are subjects or grade levels which are better suited to some other form of organization, please provide our committee with this information along with your rationale and recommended alternatives. The committee members are prepared to visit schools to hear and discuss submissions by individuals or groups. In addition, the committee as a whole will receive submissions at a number of its semi-weekly meetings at the Education Centre. Our timeline is tight. A report is to be completed for consideration of Academic Council in December and presentation to the Board in January; therefore, your submission must be received by our committee before November 24.

For your convenience the members of this committee are listed below. Please contact them if you have any questions or comments.

Donna Calder, Supervisor of Physical Education
Steve Coombs, Vice-Principal, Sir John A. Macdonald S.S.
Glenn Mallory, Supervisor of Music
Bill Manson, President, O.S.S.T.F.
Ben Pounder, Principal, Glendale S.S.
Mardy Eedson, Secretary
Al Stockwell, Chairman.

Your in-put will be valued.

Sincerely,

A. L. Stockwell
Area Superintendent

/io

The Board of Education for the City of Hamilton

OFFICE OF THE
AREA SUPERINTENDENTS
OF EDUCATION

MAILING ADDRESS
P.O. BOX 558
HAMILTON, ONT.
L8N 3L1

100 MAIN STREET WEST
HAMILTON, ONT.

TELEPHONE (416) 527-5092

October 31, 1986

The steady growth, over the past fifteen years, of semestering in Ontario schools accelerated significantly to accommodate the new requirements of O.S.I.S. As a result, many boards of education, including our own, became totally semestered, leaving no alternative for subjects or grade levels which may adapt less easily to the semestered form of school organization.

With this fact in mind, I have been asked to chair a committee to investigate alternatives to semestering which might be used within the semestered framework of our schools to address perceived problems.

If you wish to comment on how your subject discipline fits into a semestered organization, you are invited to do so. We would ask that any information you provide include not only your feelings as subject supervisor but also the perceptions of department heads and classroom teachers. It is also important that we receive from you recommended alternatives. Our timeline is tight. A report is to be completed for consideration of Academic Council in December and presentation to the Board in January; therefore, your submission must be received by our committee before November 30.

For your convenience the members of this committee are listed below. Please contact them if you have any questions or comments.

Donna Calder, Supervisor of Physical Education
Steve Coombs, Vice-Principal, Sir John A. Macdonald S.S.
Glenn Mallory, Supervisor of Music
Bill Manson, President, O.S.S.T.F.
Ben Pounder, Principal, Glendale S.S.
Mardy Eedson, Secretary
Al Stockwell, Chairman.

Your in-put will be valued.

Sincerely,

A. L. Stockwell
Area Superintendent

ALS/io

October,1986.

To: Hamilton Board of Education Committee Reviewing Semestering

From: Hamilton Secondary School Music Teachers

The Hamilton secondary school music teachers have met on several occasions under the guidance of the music supervisor to discuss the affects of total semestering on our music programmes.

As a group, we realize that for many subject areas, total semestering can be effective for both students and teachers. However, in a performance oriented discipline like music, where skill building and physical stamina are required, two main problems have developed with our present system. They are: a) lack of continuity and b) length of class periods.

Lack of Continuity

In our present system of total semestering, an instrumental student may be away from regular daily contact with the instrument from one to two full semesters, depending on long range timetabling within the school. As a result, a student often loses much of the playing technique and skill required for steady progress. Students are often catching up to the level of performance reached in the last semester. Therefore, real progress is often delayed and in many cases never realized. Students who become insecure about their playing technique after a long period of time away from the instrument, drop out of the programme completely.

Length of Period

Some music teachers, but not all, feel the length of time per period under our present system is too long, especially for the beginning students. It is practically impossible for a beginner to perform on a brass or wind instrument for the greater part of a 75 minute period.

As a group of concerned teachers, we are putting forward the following recommendations for consideration.

1) that subject supervisors meet to:

a) determine on a system wide basis what subject disciplines are experiencing similar problems under a total semestered system.

b) through the department heads in each school poll all teachers in their departments to determine the actual number of teachers who would support an alternative to full semester and those who would not.

c) if the results in a and b indicate support from several subject areas, work together to develop alternatives.

2)

that the vice principals of all secondary schools who are responsible for timetabling meet under the guidance of a chair person who approaches timetabling as a challenge and has the past considered alternatives in timetabling for specific subject areas. It is the intention that a positive approach to alternatives in timetabling would encourage less experienced vice principals in this area to consider alternatives more seriously.

3)

that the committee examine the timetable prepared by the music supervisor.

4)

that the students and parents be polled to determine their wants and needs. We could lose students in our programmes if unusual timetables infringing on early morning, noon hour and after hour classes were established as an alternative for specific subjects.

FIRST SEMESTER

75 Min.	A	B	A	B
75 Min.	B	A	B	A

50 Min.	C	F	E	D
50 Min.	D	C	F	E
50 Min.	E	D	C	F

SECOND SEMESTER

75 Min	G	H	G	H
75 Min	H	G	H	G

50 Min	C	F	E	D
50 Min	D	C	F	E
50 Min	E	D	C	F

gm

THE MACNAB PLAN

by: Trevor Thompson

[Taken from Minutes of Alternatives to Semestering Committee, 7 November 1986]

- For three years at MacNab a grade 9 program was run to desemester French and one other subject, either music or mathematics, by splitting and sharing a 75 minute time slot all year long.
- T. Thomson reported that teachers participating in the program were a team committed to the program's success.
- Short periods were sought for grade 9 French because the students could do little oral and no written work at this level.
- Declining enrolment eventually killed the program. The program can't be done without three evenly split grade 9 classes, one for first term, one for second term, and one for all year.
- To assist in timetabling the program, the split class was given a special designation that prevented regular students from being assigned to the class. Time frame two was used, and it stayed the same all year long.
- the head took the odd class for 1/2 period all year and used the half period spare as the administrative line.
- At that time there were 10-12 lines, available in grade 9. With such a large number of classes, balance was more easily achieved.
- T. Thomson observed that desemestering works well if the content and methods are changed to fit the new structure.
- If desemestering were to be used widely, it should be done in a large school to offset the imbalance created in timetabling the program.

TO: THE SEMESTERING ALTERNATIVES COMMITTEE

BAND FOR CREDIT

Rationale

Music is a performing art; one of the primary objectives for developing the practical and theoretical skills in the classroom should be performance. School bands provide a perfect vehicle for this purpose.

There is a tacit agreement among administrators that if a school has a music programme it is most desirable to establish parallel performance groups as an adjunct to that programme.

If something is desirable it has value. Time has value and there is no doubt that many, many, hours of valuable uncredited time is being devoted by students and band directors to the development of the schools' performing ensembles over the entire school year.

Granting credit for band will solve some of the problems relative to music that were created by semestering -

a) the long lay off interval would be eliminated

b) the resulting long start up period would be considerably reduced

c) more challenging repertoire could be covered and covered well by the ensembles during the course of the school year

d) seeing students three times per week would almost eliminate the chronic problem of poor communication between the band director and those students who are on the "off" semester

e) band practices are presently held and would continue to be held before school and would not conflict with any other subject area

f) the number of rehearsal hours (3 per week) spread over September to June added to the time spent in performance would easily satisfy the 120 hour minimum necessary for the granting of a credit.

Awarding of Credit

120 hours of rehearsal and performance time = 1 credit in music. This would be achieved through three one hour per week rehearsals and one sectional rehearsal.

½ credit could be awarded to a student in a band whose rehearal and performance time amounts to 2 hours per week.

Attendance - 85% or a discretion of band director for individuals with exceptional circumstances resulting in absence.

Requirements - enrolment in an instrumental music course

- therefore instrumental music is a co-requisite

- admission to course is with permission of instructor based on results of an audition.

There is provision under OS:IS for this credit.

RYAN SCOTT
HEAD, MUSIC DEPARTMENT
HILL PARK SECONDARY SCHOOL

SUBMISSION OF DON RUDDLE,

Assistant Head of English, Glendale S. S.

I have two concerns for which I have no real solutions. In fact, I would not want to return to the tri-mestered system.

1. One of the positive points that semestering was touted as having related to teachers' relationships with students. It was predicted that with a 75 minute period, teachers would get to know students more quickly and in a deeper way. I have not found this to be the case. Indeed, while I experience very few discipline problems and personal conflicts, I have found that, given my methods, some students are just beginning to **"warm up"** to the class and accept its routines as the semester draws to a close. My own belief is that if I had such students for 10 months the rapport and the relationships would have an extra 5 months to develop.

2. From the standpoint of teaching English I have one major concern. This particularly relates to advanced courses and incidentally reflects a concern that appeared in the document **The Impact of Semestering on Selected Secondary Schools in Ontario.**

   There is no question that the amount of content taught in a semestered system is less. Students have fewer evenings and weekends for reading. The curriculum has swung at the same time from a content approach to a process oriented approach. Accordingly, the time lost in the semestered system may not be quite so critical. However, I still have reservations about this in that students are graduating from high school with a very weak content base. In many important ways such students are much better prepared for university than I was. Yet in their general knowledge of English and History (I would dare say) they are woefully lacking. I believe that semestering has helped to create this situation, although there are many, many other contributing factors as well.

SUBMISSION OF GARY COURTEMANCHE,
Music Head of Department, Glendale S. S.

1. I have no problem in getting students out to band, however, the non-music takers in the band are having trouble keeping up.

2. I would like Music every other day -- perhaps tied to another subject. I do not want to teturn to the 40 minute period.

3. Music is a developmental program and needs continuous practice. Muscle development and execution skills need to be an everyday experience all year.

4. Level of music accomplishment in the overall program is no where near as high as before.

   e.g.: The critic Hugh Fraser's comments.

5. Greatest preference would be an every other day timetable for the whole school year.

Nov 12, 1986

To: Mr. A. Stockwell, Chair for Semestering Alternatives Comm.

From: Ken Watson, Churchill Secondary

Re: Alternatives to Semestered Science Courses

Benefits offered by the current semester system in Science include

a) long periods allow for extended lab exercises to be completed with the possibility of showing interconnections that were difficult to show before.

b) possibility to integrate new material quickly into curricula.

Problems raised by the current semester system which are not addressed successfully include

a) the large loss of material experienced by any student who is absent for illness, parental holidays at unusual times, involvement with other community organizations (legal, medical, vocational, religious reasons).

b) variable attention span of students.

c) basing OAC marks on rather scanty exposure in second semester in order to meet University admission timelines.

To address these problems, I wonder if it is possible to create hybrid systems that would be viable.

Hybrids which occur to me include:

a) half day semestered, half day non-semestered.

b) parallel classes in selected subjects where late enrollments, or those who missed work could find success rather than give up.

c) unitized curricula of sufficient diversity that transfer of material between students would not be beneficial. Students complete units either in class time or at suitable other times to make up for missed work.

d) extending the school day to include night time or twilight time classes.

e) computer networked classes handled in the same fashion as the present computer bulletin boards. These would be available to home-bound students with computers.

Whatever new system is to emerge from this review, it would seem evident that to meet the cultural and economic diversity of our society, we will need a flexible and variable system and it will need to be operated by professionals who see problems not as excuses of inaction but matters to be handled effectively. This will require both operational and financial parameters to be clearly established at top management levels. Before I attempted to elaborate on any of the above, and i would be glad to do so, I would need to know by what criteria, successful alternatives would be evaluated.

Financial considerations will always be a facet of any deliberations related to re-organization. Rather than have to go to the Board with a plan and a bill for the overhaul, I suggest that a process be established by which the Board might investigate money earning activities which might defray the cost of any alternatives you adopt. Parking lot receipts are a first step in that direction; are there other activities which would further defray operational expenses?

Copies to:
Mr. M. Eedson, Sect'y Semestering Alternatives Comm.
for distribution to members
Mr. J. Henry, Science Supervisor.
Mr. D. Roppel, Principal, Churchill Sec.

Nov 20, 1986

Committee Reviewing Semestering
Board of Education for the City of Hamilton
100 Main St West
Hamilton, Ontario

Dear Committee Members:

Thank you for the opportunity for input regarding the pros and cons of semestering.
Please consider the following arguments against semestering:

1. Because we are teaching a course in one half the time teachers must prepare lessons and learning materials at twice the rate of a full year course.

2. There seems to be no time to rewrite, refine, and improve learning materials at this pace.

3. Teachers are expected to implement new courses in this environment.

4. While the Ontario Ministry allows 15 days for exams, enough for two proper sets, we now prepare for four sets of exams and have less time for each. Common exam times are discouraged.

5. Students in second semester are severely disadvantaged when it comes to writing prize exams which are written part way through semester.

6. Being absent for three or more days in a row is very serious for weaker students.

Under semestering
THE PACE IS FRANTIC AND THE PRESSURE RELENTLESS.

It is commonly accepted that no teacher covers the same amount of content in a course if it is semestered. This powerful fact alone must weigh heavily against any advantanges semestering has to offer.

Sincerely,

Rick Snider
Assistant Head of Science
Glendale Secondary School

SUBMISSION OF PAT DECECCHI,

English Head, Sir John A. MacDonald S. S.

Responses to discussion on semestering:

3.1 **AGREE**

There is a factor at work here especially in the grade thirteen and that is that most of the students have after school jobs. Couple the job with the fact that semestering requires homework since ten months have been compacted into five and there is a definite conflict.

However, the fact that in semestering the grade thirteens in particular have only three subjects per day should there not be enough time to do homework if the spare is used? Perhaps the students need a quick course on time management when dealing with semestering.

OVERLAP

I agree that there is much overlap, especially when dealing with writing folders. However, there is more time in a period for consultation, e.g., in my 13 for the second half of the semester I have gone to teaching two formal periods a week and spending the other three in consultation on writing and assignments. (All in the spirit of the OAC).

CONSTRAINTS ON ASSESSMENT

I know my students by the first two weeks and am able to better assess their abilities and progress as with fewer students I can mark more and with the longer period I can interview more.

CONSTRAINTS ON PROGRAM DELIVERY

What has happened to English is that with the loss of those extra weekends from the whole year, there is less time for the students to read novels or larger pieces of work. Often these novels and plays were read over holidays and weekends. Thus, there is less literature read.

AS FOR FEWER EXAMS

Personally, I find that the third set results are usually a foregone conclusion. There is often little change.

MY CONCERNS

Students and courses today are more demanding and I would not have the stamina to go back to a six period day. I feel I know my students better in the semestered course. As well some students handle units better than whole year dragged out courses.

SIR ALLAN MACNAB SECONDARY SCHOOL November 21, 1986

To: Mr. A. Stockwell

From: J. Allchin (Head of Mathematics), F. Fairley (Head of Music), L. Pitz (Head of Business) and C. Potter (Head of Languages)

Re/Subj: Alternatives to Full Semestering

Suggested Alternative:

-Math - grade 9, general level: de-semestered
- grade 9, advanced level: one semestered class each semester, the rest de-semestered
- grade 10, general level: de-semestered (if another subject area can accommodate them)

-Music - grade 9: de-semestered

-Business - grade 9 typing: 3-4 classes de-semestered
3 classes semestered

-French - grade 9, general level: de-semestered
- grade 9, advanced level: de-semestered (but willing to have 1-2 semestered classes to accommodate others)

Each student in the experimental classes (French, Math, Music, Typing) will have two 35 minute classes within the 75 minute time frame. Five minutes will be allowed for travel. These classes will continue for the full year.

Pedagogical Advantages:

- Younger students have a short attention span.
- There will be less "learning fatigue".
- There will be more quality instruction time over the full year.
- A faster pace can be established and maintained for the entire time frame.
- Students will have time to learn new routines.
- Teachers will have time to develop attitudes.
- There will be more time to develop skills.
- It will be easier to motivate students.
- Slow learners will be able to learn the material in smaller units.
- Basic material will be consolidated before new information is introduced.
- More material will be covered.
- Teacher or student absence will not be as crucial a factor.

We are pleased that a committee has been formed to examine alternatives to full semestering. Good luck in your work!

GLENDALE SECONDARY SCHOOL

OFFICE OF THE PRINCIPAL

145 RAINBOW DRIVE
HAMILTON, ONTARIO
L8K 4G1

TELEPHONE: (416) 560-7343

Nov. 21st, 1986.

OBSERVATIONS RE: SEMESTERING - LIBRARY

- Book losses have increased since semestering was introduced to Glendale. The main reason is the very limited amount of "down" time between semesters. Staff and students require materials right to the end of the semester allowing little time for retrieval and follow up by Library Staff.

- Request for materials for new teachers and or new courses are made at a time when budgets have been exhausted - DEC./JAN.

- The time needed to acquire new materials for second semester does not exist i.e. It often takes several weeks for materials to arrive from publishers.

- It is not unusual for staff to expect junior classes to do research exercises for the entire period when in class a variety of activities are planned to cope with limited attention spans.

- When content and learning activities have been trimmed from courses to accommodate semestering it is often the library research time which has suffered. The overall result of this "trimming" and "time press" is that there are students at the grade 13 level who are expected to conduct independent studies without the proper research skills to be successful!

PRESENTATION

TO

ALTERNATIVES TO SEMESTERING COMMITTEE

BY

RON CRAWFORD
TEACHER-LIBRARIAN SHERWOOD SECONDARY

NOVEMBER 21, 1986

ABSTRACT

Semestering was heralded as an ideal structure to implement resource-based learning with its longer periods. Ironically, stress over content has hampered the skill learning required to implement it. Either the structure should be altered to accommodate the hindrances or other remedies should be developed to counter the deleterious effects of semestering. The increasing emphasis on process over content demands that semestering be altered or other suitable solutions to the problems raised by semestering be found and implemented.

SEMESTERING

EFFECTS OF SEMESTERING ON LIBRARY PROGRAMME

The role of the school library is to support the needs of students and teachers in curriculum implementation. As a support service, it would be inappropriate to seek to have an organizational structure altered to suit its needs. However, the teacher-librarian is in an ideal position to see the effects of organizational patterns on the school.

I. CURRICULUM IMPLICATIONS: CONTENT VS PROCESS

i) omission

It has generally been conceded that semestering results in an approximate 30% cut in content. Unfortunately, often the easiest parts to excise out of a course are resoure-based assignments or projects. This is particularly ironic, given that semestering held the promise of enhancing process. Furthermore, this is the exact opposite of the intention of new course requirements coming from the Ministry.

ii) contraction

When units are left in, they are often rushed and quality suffers. There are also implications for the teaching of research skills qv. below.

iii) push-pull

The trend towards resource-based learning noted above is mandated in such Ministry guidelines as the new O.A.C. English courses which involve interviews with both the classroom teacher and teacher-librarian over a 6-8 week period. To do this in the context of semestering with whole classes and often several at a time, is not only demanding but students are short-changed. At the Grade XIII level we are trying to do a year long quasi-university course in a half year as if it were a ½ credit course.

iv) discontinuity

Because of the longer hiatus between courses caused by semestering, skill-building in resource-based learning suffers.

II. LIBRARY RESEARCH SKILLS

The reservations noted in general in the first section apply doubly in the mastering of library research skills. Because these skills are no longer taught in isolation but for solid paedigogical reasons, in conjunction with subject curricula, they are vulnerable to changes in curriculum design and organization structures.

i) orientation

In the past, orientation was normally done in conjunction with Grade IX English classes. Since up to half of new students do not take English until second semester, this important aspect of familiarizing students with the site of much of their learning has been relegated to a diversity of home-form classes completely out of context which is diametrically opposed to the norm in teaching research skills.

ii) omission

In the rush to "cover content" complete units on teaching research skills have been omitted, handicapping students in accomplishing resource-based learning.

Furthermore, teachers often assign projects, giving students no time for research-skill instruction or even class time in the library to start. Thus, students often by-pass the school library with its rich supply of curriculum-support materials.

iii) contraction

Rather than giving students several days to learn and practice skills, research p;eriods are often limited to one period or even a part-period.

iv) discontinuity

Rather than skill-building in a year-long continuum, semestering has resulted in skills being split into various courses over a period of years.

III. "ADMINISTRIVIA"

The advent of semestering has had a number of consequences on book collection building and maintenance, as well as, general library administration:

i) book loss

With instruction lasting longer and materials needed right up to the end of the semester, it is more difficult to get books and other materials back for students and teachers.

ii) inventory

A book inventory is nearly impossible since there is a serious reduction in "down-time" and certainly impossible between semesters. This means items cannot be replaced for the second semester.

iii) duplication

Because of the above, books have to be ordered in multiple copies to assure resources for the second semester.

iv) budget

Because of the structure of the budget approval and ordering, it is nearly impossible to order materials for courses offered only in the second semester.

v) workload

Semestering has resulted in duplication of effort by having to prepare for assignments twice during the year with all the work that this entails. This has been concurrent with a reduction in library staffing.

IV. CONCLUSION

Despite the number of reservations about semestering raised in this presentation, not everything is negative. There has been a noted increase in resource-based learning in general level courses where there is less concern about content and correspondingly more on skills. There is no suggestion that semestering should be abandoned entirely, but that problems created by it be addressed, such as the acquisition of book theft security systems for every school library.

(STUDENT HANDOUT)

O.A.C. INDEPENDENT STUDY

INFORMATION RETRIEVAL

After your topic has been selected, you must meet with your classroom teacher to have your topic approved. Following this interview, you will be responsible for scheduling two conferences with the teacher-librarian, Mr. Crawford.

1. At the preliminary interview, you are to discuss your topic with Mr. Crawford and ask for

   -- direction on retrieving information
   -- assistance on how to use catalogues, indexes and reference sources
   -- direction on presentation

   On the basis of this preliminary interview, you may need to meet a second time with your classroom teacher to revise or change your topic if it is deemed that this information retrieval is too difficult or scant and meet Mr. Crawford to repeat the above, accordingly.

2. At a second meeting, you are to present Mr. Crawford with a bibliography of materials (in advance) and discuss with him how you found the information.

EVALUATION

You will be evaluated by Mr. Crawford on this stage according to the criteria below:

	POOR	GOOD	EXCELLENT
	0	1	2
1. Has used appropriate reference sources			
2. Has found appropriate materials			
3. Has demonstrated adequate locational skills (use of catalogues, indexes, etc.)			
4. Has demonstrated adequate interview skills to obtain information needed			
5. Has used proper bibliographic style			

APPENDIX B

SUPERVISOR/PRINCIPAL RESPONSES

CONTENT:

1. A letter from A. Stockwell requesting the Supervisors of Curriculum to make submissions to committee about their concerns with semestering.

2. Submissions from five supervisors.

3. Submissions from four principals.

SUMMARY:

The supervisors of languages and music expressed dissatisfaction with the semestered form of organization and request help in seeking an alternative for their subjects.

Other supervisors noted a balance between advantages and disadvantages of semestering and are not requesting a change.

The few principals who responded indicated that they were happy with semestering, particularly how it addressed some of the problems of the General Level student.

One submission from a vice-principal outlines a method of de-semestering some subjects in grade nine.

The Board of Education for the City of Hamilton

OFFICE OF THE
AREA SUPERINTENDENTS
OF EDUCATION

MAILING ADDRESS
P.O. BOX 558
HAMILTON, ONT.
L8N 3L1

100 MAIN STREET WEST
HAMILTON, ONT.

TELEPHONE (416) 527-5092

November 4, 1986

TO: All Subject Supervisors:

In Ontario, the steady growth of semestering, over a fifteen year period, was accelerated significantly when schools began to implement the new requirements of O.S.:I.S. At that time, many boards of education, including our own, became totally semestered, leaving no alternative for subjects or grade levels which adapt less easily to the semestered form of school organization.

With this fact in mind, I have been asked to chair a committee to investigate alternatives to semestering which might be used within the semestered framework of our schools to address perceived problems.

At the outset, our committee is gathering information. If you wish to contribute by explaining how your subject discipline fits into a semestered organization, or how an alternative form of organization could be incorporated into a semestered system to enhance program delivery, you are invited to do so. We would ask that any information you provide reflect not only your feelings and those of your department heads, but also the perceptions of classroom teachers. Our timeline is tight. A report is to be completed for consideration of Academic Council in December and presentation to the Board in January; therefore, your submission must be received by our committee before November 24.

For your convenience the members of this committee are listed below. Please contact them if you have any questions or comments.

Donna Calder, Supervisor of Physical Education
Steve Coombs, Vice-Principal, Sir John A. Macdonald S.S.
Glenn Mallory, Supervisor of Music
Bill Manson, President, O.S.S.T.F.
Ben Pounder, Principal, Glendale S.S.
Mardy Eedson, Secretary
Al Stockwell, Chairman.

Your in-put will be valued.

Sincerely,

A. L. Stockwell
Area Superintendent

/io

November 27, 1986.

THE ENGLISH DEPARTMENT

"TO SEMESTER OR NOT TO SEMESTER ENGLISH - THAT IS THE QUESTION"

The English Department at this time is unable to support one position or the other given the diversity of opinion among English teachers and English Heads. There exists a wide spectrum of attitudes toward semestering in English.

What the English Department is including for the Committee is the range of comments made by individual English Heads of Department. The English Heads see both advantages and disadvantages in semestering for English.

Advantages of Semestering, According to English Heads:

- motivation is provided because students are able to earn credits after five months of instruction;
- there is a need for 75 minute periods for the writing process and folders;
- the number of students and the resulting marking load that each teacher has at one time are reduced;
- longer periods are suitable for small group learning, process learning.

Disadvantages of Semestering, According to English Heads:

- loss of course content in English;
- loss of extensive reading time and library research time (only five months as opposed to ten);
- trimming courses means loss of some objectives;
- loss of developmental sequence when two or three activities are carried out during the period (necessitated by the 75 minute periods);
- adjustment of expectations required - fewer assignments possible, for example;
- skills need daily reinforcement - students could go one year without English;
- concern over effects of semestering on general level
    - by the time difficulty is identified and remediation started, course is over;

. students learn better by assimilating small chunks of material - difficult in 75 minute periods;

. unreasonable to expect students to sit for 75 minutes.

. too rushed at turn-around time - problem of collecting and distributing writing folders.

Margaret Bowman

SUBMISSION OF DONNA CALDER,

Supervisor of Physical Education

[Taken from the Minutes of Alternative to Semestering Committee]

Physical Education teaching is facilitated by a longer period. The loss of time by students changing attire and travelling to off site activities is minimized when longer periods are timetabled.

The layoff problem affects skill development in students of the physical education the same way as in students of music. Under semestering half of the grade nine students don't take physical education first term and it is felt these students may be lost to the program later because they have not been integrated after their move from middle school.

Equipment seems to deteriorate more quickly in a semestered system.

Having an administrative line in one semester, and not in another, to some extent defeats the purpose for which the line was created.

A tumbling timetable is preferred because it addresses the problem of decreased concentration later in the day, and because it provides, for all classes, lunch adjacent programming opportunities.

It was noted, in the discussion following presentation of the report, the alternatives proposed to help some programs might hurt other programs. For example, a full day tumbling timetable would be incompatible with Co-op Education programs.

October,1986.

To: Hamilton Board of Education Committee Reviewing Semestering

From: Hamilton Secondary School Music Teachers

The Hamilton secondary school music teachers have met on several occasions under the guidance of the music supervisor to discuss the affects of total semestering on our music programmes.

As a group, we realize that for many subject areas, total semestering can be effective for both students and teachers. However, in a performance oriented discipline like music, where skill building and physical stamina are required, two main problems have developed with our present system. They are: a) lack of continuity and b) length of class periods.

Lack of Continuity

In our present system of total semestering, an instrumental student may be away from regular daily contact with the instrument from one to two full semesters, depending on long range timetabling within the school. As a result, a student often loses much of the playing technique and skill required for steady progress. Students are often catching up to the level of performance reached in the last semester. Therefore, real progress is often delayed and in many cases never realized. Students who become insecure about their playing technique after a long period of time away from the instrument, drop out of the programme completely.

Length of Period

Some music teachers, but not all, feel the length of time per period under our present system is too long, especially for the beginning students. It is practically impossible for a beginner to perform on a brass or wind instrument for the greater part of a 75 minute period.

As a group of concerned teachers, we are putting forward the following recommendations for consideration.

1) that subject supervisors meet to:

a) determine on a system wide basis what subject disciplines are experiencing similar problems under a total semestered system.

b) through the department heads in each school poll all teachers in their departments to determine the actual number of teachers who would support an alternative to full semestering and those who would not.

c) if the results in a and b indicate support from several subject areas, work together to develop alternatives.

2)

that the vice principals of all secondary schools who are responsible for timetabling meet under the guidance of a chair person who approaches timetabling as a challenge and has in the past considered alternatives in timetabling for specific subject areas. It is the intention that a positive approach to alternatives in timetabling would encourage less experienced vice principals in this area to consider alternatives more seriously.

3)

that the committee examine the timetable prepared by the music supervisor.

4)

that the students and parents be polled to determine their wants and needs. We could lose students in our programmes if unusual timetables infringing on early morning, noon hour and after hour classes were established as an alternative for specific subjects.

FIRST SEMESTER

75 Min.	A	B	A	B
75 Min.	B	A	B	A

50 Min.	C	F	E	D
50 Min.	D	C	F	E
50 Min.	E	D	C	F

SECOND SEMESTER

75 Min	G	H	G	H
75 Min	H	G	H	G

50 Min	C	F	E	D
50 Min	D	C	F	E
50 Min	E	D	C	F

gm

MEMO

Date 1986 10 21

TO: A. Stockwell ✓ DEPT: Area Superintendent

FROM: J. Hill DEPT: Supervisor of Languages

RE/SUBJ: Alternatives to Full Semestering

The following alternatives to full semestering were put forward for consideration by the Language heads on 1986 10 10. These suggestions are not in order of priority nor are they the result of intensive discussion or study. They do indicate some very strong points of view, however:

1. The 75-minute period is too long for language students in Grades 9 and 10.

2. The 'lay-off period' between semesters is a real detriment to skill development, particularly in the intermediate division.

3. 75-minute periods every other day (September to June) do not solve the problems of full semestering. They merely present a new set of problems.

Suggestions for consideration:

1. Study the experience of schools where only courses in grades 11, 12 and 13 are semestered (grade 9 and 10 courses go all year), e.g. Leaside C.I.

2. Examine the timetables formerly used at H.C.I. and Southmount Grade 13 School where some courses were semestered and others not.

3. Reconsider the timetable used a few years ago at Westdale S.S. (eight 40-minute periods on Mon., Tues., and Fri,; four 80-minute periods on Wed. and Thurs. - September to June).

4. Reconsider the MacNab de-semestered grade 9 timetable for Mathematics, Music and French.

5. Mixed-mode Timetabling:

   - courses are semestered or taught all year as determined by each department (i.e. the decision is based upon the nature and needs of a particular subject rather than upon the division involved (as in Suggestion 1).

- students study 8 subjects per year; 4 subjects are semestered, 4 are taught all year.

- the a.m. is semestered, the p.m. consists of 3 50-minute periods.

- students study 6 subjects at any one time; the 4 p.m. subjects rotate so that students receive 3 periods of instruction every four days, e.g.

	Mon.	Tues.	Wed.	Thurs.	Fri.	
a.m.						
semester 1	1	2	1	2	1	periods 3 & 4 are taught in semester 2
	2	1	2	1	2	
p.m.						
taught all year	5	6	7	8	5	
	6	7	8	5	6	
	7	8	5	6	7	

One point cannot be overlooked in the committee's deliberations and that is the Ministry requirement that each OAC must be 'achievable' within four years. This is an important factor for subject areas where courses are sequential.

I regret that my current obligations make it impossible for me to serve on the semestering committee. I would be pleased to share my file of information re: MacNab's de-semestered Grade 9 French experience of a few years ago and to answer questions re: Languages and semestering which the committee might pose. I would further suggest that a current Head of Languages (such as Crawford Potter at MacNab) might be of great assistance to the committee.

The Languages Heads are pleased that some alternatives to full semestering are being considered and we wish the committee every success in its work.

Yours truly,

cc: K. Rielly
C. McKague

MEMO

1986 11 14

TO: A. L. Stockwell, Chairman
Semestering Committee

FROM: Bob Harkness
Business Education

RE: Response to Request for Reactions to Semestering

Representing a program area which has subjects which range from academic in nature to a heavier focus on skill development, I personally feel a need to respond to your study on semestering.

I do not propose to put forward the many advantages and disadvantages of different systems. There are problems and difficulties to overcome, regardless of our choice. I do feel, however, and I believe research supports this, that skill development is better achieved through regularly spaced, distributed practice time, rather than massed practice time. In other words, it makes much more sense to practice a little bit every day of the year, than to practice twice as much, but for only half the year.

From this perspective, we took the opportunity to discuss this issue rather thoroughly with the Business Education Department Heads and Assistant Heads.

Several problems with semestering were particularly raised:

. A 75 minute period often appears to prove too long a learning time for students -- especially if it is grade 9 and 10 -- especially if it is general level -- and especially if they are learning disabled.

. In business education, it is much more difficult to operate the Practice Office and the School Store all year long.

. Representing a program area with many single sections, we often realize increased timetable conflicts under semestering.

In spite of these views, however, there was strong support for semestering.

Alternative arrangements such as the semestering of the senior grades only, upon investigation, appear to create more problems than it is worth.

Even in grade 9 Keyboarding, the area which I am most concerned about, our Heads and Assistants feel that more work of significance can be accomplished by the student, giving him/her a greater sense of achievement and purpose -- and that the creative teacher can do many stimulating things in 75 minutes.

In summary, with a vote among our experienced leaders in Business Education, we found a strong majority of 14-5 in favour of maintaining semestering -- even in Keyboarding.

While I personally continue to have reservation about semestering and skill development, it is obvious that there is strong support for maintaining semestering among our Business Education teachers.

Bob H.

BH:csc
c.c. Clare McKague
- Donna Calder
- Glenn Mallory
- Paul Gordon
- Business Education Department Heads and Assistant Heads

SUBMISSION OF PAUL SIMPSON,
Vice-Principal, Sherwood S. S.

THE DESEMESTERING PLAN

P. Simpson explained that a timetable was created in which two of the four seventy-five minute periods were split into thirty-five minute periods with five minutes travelling time between. To do this, packages of subject pairs were offered in each of the split periods. Students would choose one pair of subjects to take all year long. In the remaining periods, students would choose one subject first semester, and another subject second semester. The option choosing process was facilitated by a course offering table, (see handout).

This model appears to be an alternative that **IS COMPATIBLE** with semestering in Hamilton schools. It has the disadvantage that periods are only 35 minutes long. It also depends on predetermination of what courses will be offered in what periods before any assessment of demand is made as happens when students, under the existing system, fill out their option sheets.

Plans are to phase in the program starting with grade nines in the 1987-88 academic year. Parents are to be consulted in the near future for their support. At the present time there are no mid-semester exams at Sherwood; teachers are evaluating students using class tests and assignments, and reporting in annecdotal form.

EFFECT ON POPULATION

P. Simpson expects that, since all schools are semestered, there might be some students transferring in to take advantage of desemestered classes.

SEMESTER TWO ENTRIES

There are some odd classes unpaired on the course selection sheet. These can be used as entry points for students coming into the program in January. Heads with an administrative spare can teach these odd lines in whichever term requires the class.

TEXT BOOKS

There will be a need for double text books because students will be keeping them all year.

BALANCING CLASS SIZE

As long as this is done at the beginning when the course selection sheet is prepared it can be fairly easily controlled. Every necessary combination exists on the sheets. A few combinations which are rarely chosen cannot be accommodated.

DATA PROCESSING

At present there is a problem obtaining forms from Data Processing. It is essentially a programming problem to create a system that will produce forms reflecting the new organization.

CHANGES IN PERIOD TIMES AND LUNCH TIMES

Because of the phase-in plans, no difficulty is expected with changes. The grade nines don't know any other system but the new system.

PAIRED TEACHERS

This type of programming can be done with as few as two teachers who agree to shorter periods and pairing. It is flexible and can be integrated into a semestered form of organization.

A teacher teaching three lines in this system could see four or five classes although at the present time only grade 9 classes are desemestered.

The paired class offerings are prepackaged which limits, to some extent, the possibility of providing extra classes to meet demand. One danger of this is that it could force up the loading of semestered classes.

We are finding 18% - 30% of students are doubling up on courses making up failed compulsory credits. This is causing difficulty with the enrolment in subjects like technical, music, art, and family studies. Desemestering of compulsory credits would eliminate the possibility of doubling up. Front end loading could be addressed in the same way.

NON-SEMESTERING AT SHERWOOD 1987-88

- The question developed as a result of my dissatisfaction with existing timetabling procedures.

    - option input/change
    - timetable conflict/change
    - failure/change

- Request initiated by languages/music/geography/mathematics/English.

    - reasons

- Not unreasonable

    - did non-semester French/music/math at MacNab
    - course selection timetable at Barton

- Target group: grade 9 for the moment

- Consideration has been given to the affect on:

    - school population
    - number of general and advanced level classes
    - semester II entries
    - year II students completing a compulsory course from grade 9
    - increased need for textbooks
    - staffing (depending on balances)
    - control of class size
    - need to be involved at option time
    - student evaluation (type, timing)
    - reporting to parents
    - Data Processing concerns: register/attendance records/student time table/departmental timetable
    - 75 ⟶ 35 - 5 - 35
    - traffic pattersn

NAME _____

HOMECLASS _____

NOTE: BEFORE SELECTING ANY COURSE, CHECK THE PREREQUISITE AND COREQUISITE

CIRCLE ONE COURSE SELECTION PER PERIOD

PERIOD	9			10			11			12			13
1	AMU1A ENG1G ENG1A FSF1A GCA1A	CHOOSE ONE COURSE FROM EACH COLUMN	AMA1A ENG1G ENG1A FSF1G GCA1G	SNC2G	BKT2G TCH2G	DIC2A ENG2A LCL2A MAT2A	PHM3G	BMK3G TMY3G1	BAP3A ENG3A NS03A SCH3A	ADA4G ENG4G	BSP4G TAM4G1 2CO4NA	DSC4A ENG4A	
2	AVE1G MAT1G SNC1G	TD61G9 TMS1G9 BKT1G	HCC1A MAT1A SNC1A	FSF2G MAT2G PEF2G		AMU2A2 BAP2A ENG2A SNC2A	HAM3G MTA3G	BSH3G TAM3G1	(AMU3A) ENG3A5	ENG4G NPW4G SPH4G		(AMU4A) ENG4A SPH4A	
3	AVE1G HCC1G NFS1G PEM1G	TAM1G9 TCH1G9 BKT1G	GCA1A HCC1A SNC1A	(AVE2G) MAT2G PEF2G	TMS2G	(AVE2A) ENG2A FSF2A MAT2A	AMK3G ENG3G (NFN3G9 NFF3G9) SCH3G1	BMK3G	DST3A ENG3A FSF3A (NFN3A9 NFF3A9) SCH3A	MTA4G	BAA4G TMY4G1 2CO4NB.	FSF4A MFM4A	
4	AMA1A ENG1G FSF1G GCH1G	CHOOSE ← →	ENG1A FSF1G FSF1A GCA1A MAT1A	ENG2G (NFS2G) PEM2G	TEA2G	DIC2A MAT2A (NFS2A) SNC2A	ENG3G NS03G	RPT3A TIX3G1	ENG3A (LEG3A) MFM3A SBI3A	MTA4G PHF4G	BOM4G TCH4G1	(LEG4A) MFM4A SPH4A	
1	AMU1A ENG1G ENG1A FSF1A GCA1A	CHOOSE ← →	AMA1A ENG1G ENG1A FSF1G GCA1G	PEM2G SNC2G	BKT2G	FSF2A LEG2A MAT2A	ENG3G (GPH3G) NS03G SBI3G	BMA3G TDM3G1 TIE3G	FSF3A (GPH3A) MFM3A	ENG4G NFR4G9 NFH4G9	TDM4G1 2CO4NC	ENG4A HW04A NFH4A9 SPH4A	
2	AMA1A AVE1G ENG1G FSF1G GCA1G	CHOOSE ← → BKT1G	ENG1A FSF1G FSF1A GCA1A	(AVE2G) (GEM2G) HCM2G)	BAP2G TIX2G	(AVE2A) ENG2A (GEA2A) (HCM2A) SNC2A	ENG3G5 MTA3G	BSP3G DEC3G TCW3G	(LCL3A) MFM3A SCH3A	AVI4G ENG4G	BMK4G (DEC4G)	(LCL4A) MFM4A	
3	AVE1G NFS1G SNC1G	TAM1G9 TEA1G9 BKT1G	FSF1A HCC1A MAT1A SNC1A	ENG2G MAT2G PEF2G	TDG2G	DIC2A FSF2A MAT2A	(AMK3G) AVI3G PHM3G	BCS3GL	ENG3A5 SCH3A	(AMK4G) (GUR4G) MTA4G	BPS4A 2CO4ND.	ENG4A (GUR4A)	
4	HCC1G MAT1G PEF1G	BRT1G BKT1G	GCA1A HCC1A MAT1A SNC1A	DIC2G ENG2G	TAM2G	AMU2A1 BAP2A ENG2A SNC2A	ADA3G ENG3G5 MTA3G	BPC3G TCH3G1	AVI3A ENG3A HAM3A MFM3A	NEC4G PHM4G	TIX4G1	AVI4A MFM4A	

3.2 The Desemestering Plan. P. Simpson explained that a timetable was created in which two of the four seventy-five minute periods were split into thirty-five minute periods with five minutes' traveling time between. To do this, packages of subject pairs were offered in each of the split periods. Students would choose one pair of subjects to take all year long. In the remaining periods, students would choose one subject first semester, and another subject second semester. The option choosing process was facilitated by a course offering table, (see handout).

This model appears to be an alternative that IS COMPATIBLE with semestering in Hamilton schools. It has the disadvantage that periods are only 35 minutes long. It also depends on predetermination of what courses will be offered in what periods before any assessment of demand is made as happens when students, under the existing system, fill out their option sheets.

Plans are to phase in the program starting with grade nines in the 1987-88 academic year. Parents are to be consulted in the near future for their support. At the present time there are no mid-semester exams at Sherwood; teachers are evaluating students using class tests and assignments, and reporting in annecdotal form.

Effect on Population. P. Simpson expects that, since all schools are semestered, there might be some students transferring in to take advantage of desemestered classes.

Semester Two Entries. There are some odd classes unpaired on the course selection sheet. These can be used as entry points for students coming into the program in January. Heads with an administrative spare can teach these odd lines in whichever term requires the class.

Text Books. There will be a need for double text books because students will be keeping them all year.

Balancing Class Size. As long as this is done at the beginning when the course selection sheet is prepared it can be fairly easily controlled. Every necessary combination exists on the sheets. A few combinations which are rarely chosen cannot be accommodated.

Data Processing. At present there is a problem obtaining forms from Data Processing. It is a essentially a programming problem to create a system that will produce forms reflecting the new organization.

Changes in Period Times and Lunch Times. Because of the phase-in plans, no difficulty is expected with changes. The grade nines don't know any other system but the new system.

Paired Teachers. This type of programming can be done with as few as two teachers who agree to shorter periods and pairing. It is flexible and can be integrated into a semestered form of organization.

A teacher teaching three lines in this system could see four or five classes although at the present time only grade 9 classes are desemestered.

The paired class offerings are prepackaged which limits, to some extent, the possibility of providing extra classes to meet demand. One danger of this is that it could force up the loading of semestered classes.

We are finding 18% - 30% of students are doubling up on courses making up failed compulsory credits. This is causing difficulty with the enrolment in subjects like technical, music, art, and family studies. Desemestering of compulsory credits would eliminate the possibility of doubling up. Front end loading could be addressed in the same way.

SUBMISSION OF BILL WOODLAND,

Member of the "General Level Committee"

W. Woodland reported the following benefits for general level students on semesters:

- Decreased workload
- Short Term Goals
- Long periods have benefits if methodology is appropriate
  - (a) more time for individual attention
  - (b) assignments can be completed in class
  - (c) lunch adjacent programming is possible
  - (d) more time for changing in phys. ed. and for setup/cleanup in science, art and technical
  - (e) more time is available for activities and excursions
- Two entry points per year
  - (a) credit salvage is possible
  - (b) accommodates students who work
  - (c) returning students don't lose a whole year
  - (d) allows flexibility for co-op programming
  - (e) upgrading is possible
  - (f) students failing grade 8 can enter grade 9 in second semester
- With four periods there is more clam and less opportunity for truancy.
- Trevor Thomson, in his city-wide study of math results, concluded there was no difference in the performance of students from semestered and non-semestered schools.

[Taken from Minutes of Alternatives to Semestering Committee]

CRESTWOOD SECONDARY SCHOOL

OFFICE OF THE PRINCIPAL

50 MILLWOOD PLACE
HAMILTON, ONTARIO
L9A 2M8
TELEPHONE: (416) 383-3371

November 6, 1986

Mr. Al Stockwell, Chairman
Semestering Committee
Board of Education
100 Main Street West
Hamilton, Ontario

Dear Al:

Thank you for your letter of November 4 re input to the semestering committee.

My comments are from a Vocational School viewpoint; however, the concept suggested may be of value to both Basic and General level programmes wherever they are conducted.

I was a bit reluctant to semester Crestwood School because I have a strong feeling that slow learners grasp material better if that material is constantly before them. Hence, in the two areas of most concern, i.e. Mathematics and English, I wanted to keep the programme uninterrupted.

I could be challenged (by research) on my feeling but I have not read any research that proves anything special about semestering and the learning process.

In order to keep my needs and the needs of OSIS in harmony, we answered the problem in this manner.

Each subject is given a seventy-five minute period every other day of a two-day timetable.

ADVANTAGES

1. Students receive Math and English all year long.

2. Each semester is worth .50 credit and hence failure is not in total.

3. Teachers like the system - marking and preparation is easier.

4. Parents like the system - they want Math and English on a steady diet.

5. Students appear to benefit - however, they were never on the full semester, one credit timetable.

6. Two days of absence - only one period missed.

DISADVANTAGES

At the present time, I see none.

I trust this small modification may merit some consideration from your committee.

Regards,

Al.

A. A. Van Fleet
Principal

AAVF/db

APPENDIX C

STUDENT RESPONSES

CONTENT:

Two Questionnaires:

a) Student Opinion Survey on Semestering

b) An additional set of questions about semestering given to students.

SUMMARY:

The survey was administered to students randomly selected from each of our composite secondary schools.

The responses of 55 students to the first survey are cumulatively tabulated on the first report.

In addition, members of the committee personally interviewed the 55 students and returned with the following impressions:

- Generally the students feel semestering meets their educational needs.
- There was some concern expressed about the effects of a lay off.
- A number of senior students expressed concern with the workload.

NOTE: Some of the comments from the interview sessions form the remainder of the appendix.

STUDENT OPINION SURVEY ON SEMESTERING

(55 student responses)

	strongly agree	agree	don't know/care	disagree	strongly disagree
1. I have the opportunity to participate in a variety of activites in my classes.	9	30	5	9	2
2. I am able to complete the amount of work covered in my classes.	19	30	1	3	2
3. I have time to complete my homework in class time.	5	10	2	27	11
4. I think that 75 minutes is a good length for my classes.	9	24	3	16	3
5. I have enough time to enjoy my lunch	23	14	0	11	7
6. I have enough free time to be with my friends in a school day	15	21	2	14	3
7. I have enough time to participate in extra-curricular activities in a school day	9	19	14	8	5
8. I could accept a longer school day so that I could spend more time doing any of the above activities	6	9	6	16	18
9. I like the opportunity to take two courses in the same subject in the same year	21	28	4	1	1
10. I consider it important to be able to repeat in semester 2 a course I might have failed in semester I	24	23	4	4	0
11. I receive all courses I choose on my option sheet	18	24	6	5	2
12. I consider it important to be able to take all my compulsory credits as quickly as I can	9	20	10	11	5
13. I have no trouble using important skills and ideas from a course I have completed when I take the next course the next grade	12	20	6	9	3
14. I have no trouble catching up work I miss when I am away from school for illness or family reasons	10	23	15	4	2
15. I have no trouble catching up work I miss when I am away from school on field trips or co-curricular activities	10	23	16	4	2
16. I would rather study 4 subjects each semester for 75 minutes each period than study 8 subjects all year for 40 minutes each period	32	13	6	4	0

STUDENT OPINION SURVEY ON SEMESTERING

The Hamilton Board of Education is reviewing the way secondary school students' timetables are organized. It would be appreciated if you would answer the following questions. A frank answer to these questions will be very helpful; therefore, do not sign your name to the questionnaire.

Thank you for your assistance.

Questions

1. What subjects are you studying this year? (Please indicate the grade level for each subject and whether the subject is advanced level or general level.)

   _____ _____

   _____ _____

   _____ _____

   _____ _____

2. What do you plan to do the year after you graduate from high school?

   _____

   _____

3. Have you ever attended a non-semestered secondary school?

   _____

   If so, at what school?

   _____

4. If you are planning to graduate with 6 O.A.C. courses (grade 13 subjects), do you intend to graduate in less than five years?

   _____

   _____

5. If you could have some subjects semestered and some subjects running all year, would you be interested?

   _____

6. If your answer to the above question is yes:

   . which subjects would you like semestered?

   _____

   _____

. which subjects would you like to study for the full year?

_____

_____

7. Any other comments?

_____

_____

_____

_____

_____

_____

_____

_____

COMMENTS OF STUDENTS

[Taken from the Second Student Survey]

- Would like electronics all year because I enjoy it, not because of difficulty, etc.

- I enjoy the fact that on semesters, you have less exams to write; however I find that 75 minutes is a long time for certain classes. (But I can live with that because I don't want the school to totally switch to an unsemestered format) Music is a very important subject to have all year. It keeps your muscles in shape for playing and it allows you to keep in touch with your theory and your instrument.

- With subjects such as music and theatre, the practise is needed year round. In languages, while it's easy to learn alot of French, German or Latin grammar in one semester, it's not so easy to learn a decent accent or a large vocabulary. Chemistry and math are difficult to understand for the first half of the semester when you haven't had it for a year or longer. With things like history and biology it's not really necessary, but for the most part I think it is.

- Math, if semestered there is too much of a time gap between courses. Lunch hours should be longer and perhaps begin school a little earlier in the morning.

- Sometimes the classes seem to drag on, and like math it is better to have it running all year because you may get it the first semester and not have next semester or in the summer or even (maybe) the first semester of the year but in the second semester, and by the time it came around you forget most of it.

- Classes need to be more active and less focussed on reading and answering questions. Pay attention to learning styles. February, new semester, new course are refreshing.

- Difficult getting back into a subject if there is a 2 semester break.

- I feel that semestering is a good idea for senior grades, i.e. Grade 12 or 13 (maybe 11), but the junior grades should be essentially non-semestered; that is, grade nine non-semestered, and grade ten a mixture of both (English and Math type courses semestered, other non-semestered). Then introduce semestering in grade 11 because it is easier for students who learn faster to double up on a semestered system.

- Semestering - alot of work but once it's done, it's done. Enjoyed 9 and 10 because the content was not that demanding. Lunch hour activities are not that important.

- Subjects that require activities such as reading in great length, practising, essay writing, etc., should be in a non-semestered system to allow more time for students to go about these activities. In particular, students with jobs, or other priorities.

- Semesters are much easier to control (work load)

- Course that she wants de-semestered are because of the heavy load and the hurried fashion in which teacher covers the content - teacher expressed constant concern for having to cover content - not receptive to giving assistance. Teachers express concern for "time".

- I would prefer to have semesters because there is so much homework given out with only 4 subjects and I don't think that people could handle homework from 8 subjects plus its hard to hate 8 teachers at once!

APPENDIX D

PARENT RESPONSES

CONTENT:

1. A letter from the Westdale Music Parents Association.
2. A letter from Bill Powell.

SUMMARY:

Mr. Manson and Mr. Mallory met with a group of Westmount parents on November 28, 1986. Mr. Coombs joined them at the subsequent meeting with Westdale parents on December 4, 1986.

For the most part, the parents interviewed indicated approval of semestering and said that a return to a completely non-semestered system would meet with strong resistance.

However, this general approval was qualified in several ways:

- More parents appear to dislike than like seventy-five minute periods.
- Parents' concern was expressed about the difficulty in making up work missed through absence.
- Parents were divided in their concern about Physical Education, seeming to prefer a long period all year.
- Parents appeared to see particular merit in de-semestering mathematics, music and foreign languages.

SUBMISSION TO
TRUSTEES OF THE
HAMILTON BOARD OF EDUCATION
BY THE
WESTDALE MUSIC PARENTS ASSOCIATION
JUNE 1986

Semestering has been in place in Westdale High School for two years and we have now had the opportunity to review and assess the results of its operation during this time. There appear to be a number of problems which detrimently affect the quality of education. Although we have heard complaints and concerns particularly in the areas of Math and Languages, as the Music Parents Association we wish to focus on the adverse impact of semestering on the music programme.

We have spoken to music teachers, have observed the effects of semestering on performance standards and have identified the following categories of concern:

1. Area of Skill Development -

In music training, regular and continuous practice is essential for skill development and improvement. A layoff over the summer definitely affects the young musician's dexterity, control and proficiency in mastering his/her instrument. Therefore, where there is the liklihood that some students may not have music for an entire year (Semester I - Gr. 9 - Semester II - Gr. 10), it is almost certain that they would have to relearn their basic skills. Clearly, many students cannot afford the money and/or the time for private lessons during the semester when they do not have music. They may not own one of the very expensive instruments the school can provide during class and it may be impractical to take them home to practice. Thus, their skills deteriorate in the off semester. Frustration at not being able to maintain their previous performance levels and a fear that they will be unable to achieve acceptable standards have resulted in some students actually dropping this previously much enjoyed subject.

Others have given up the idea of pursuing music as a career or as a major interest because of the impossibility of progressing steadily with this "stop-gap-start" timetable.

Musical proficiency is not something that can be turned off and on easily. It has to be built steadily. Semestering does not allow the necessary continuit

2. Absences

Because of the compression of a 10 month course into a 5 month course, absence from school for any reason will result in a greater loss of school work. Students who participate in Band and/or Orchestra functions/performances are disadvantaged in that they miss twice as much school per function as previously.

required for graduation. Because of all these factors many students are dropping music for an "academic" subject. It will not be long before these problems will result in the decline of music not only at the secondary school level, but within the community and at the university level.

In the past, high school students have participated in community choirs and orchestras but, today and in the future, the whole community will suffer unless some way is found to rejuvenate the music programme within the school system.

Hamilton schools have always been outstanding in music performance across the Province and the country. We urge that action be immediately undertaken to ensure the continuation of this fine tradition.

Recommendations

We recommend that one of the following options be implemented as soon as possible:

1. Drop the semester system and return to a 10 month timetable.

OR

2. Consider a system where some subjects are ½ unit per semester courses, and continue all year.

As an example, music, languages, math, gym, technical courses could be scheduled torun 2 or 3 times a week (5 times every 2 weeks) or 40 minute periods daily for both semesters. This gives the equivalent classtime over a sustained period as the more intensive but less productive semester. It is likely that enough courses will be found for alternating periods. Some students, however, may prefer ½ units of spares.

We remember the Good Old Days of double periods where necessary (e.g. labs. and of ½ units (e.g. music). There were few complaints with this flexible and imaginative system.

AND 3. Coincident with the implementation of either Recommendation 1 or 2: we strongly urge that the Board undertake a critical evaluation of the results of semestering in all subjects. While we are aware that there may be some advantages to the system, we believe the goal of any system must be the best education possible and not the quickest. We would urge that, whatever the overall results of such an evaluation, serious and committed action be underta immediately to enact innovative solutions to any problems.

We respectfully submit this brief for your consideration and action and look forward to receiving your response. We would be happy to meet with you to discuss this most important issue.

On behalf of the
Westdale Music Parents Association

Judith M. Anderson (Tel. 525-4776)
President

c. All trustees
Mr. Arnold Krever
Mr. Ron Kennedy
Mr. Glen Mallory
Mr. Douglas Watson

Webster 525-9143
Ext. 4445

HAMILTON WENTWORTH
CREATIVE ARTS

November 7, 1986

Ruth VanHorn, Chairmam
Hamilton Board of Education
100 Main Street West
Hamilton, Ontario
L8P 3L1

NOV 13 1986

Dear Ruth,

I am pleased to see that the concept of semestering is being re-considered. As a person who works in the Arts, I have a few concerns about the negative impact that this form of education has on various subjects such as music and art. It's very difficult to turn an interest in the Arts off and on as you would in the subject such as math, which has logical and natural progressions. Most creative processees are evolved through an environmental absorbtion process and the semestering breaks a chain or flow.

According to the recent surveys across my desk, the pure arts is the eighth largest industry in Canada and has moved up from 14th over the last three years. Prognastication would indicate that with more leisure time and definement that the arts and arts related services become number three. I feel that it is time for our Board of Education to take a lead in providing realistic training with life skills.

Studies have proved conclusively that children that are involved in the Arts have an appreciation of property and family values and consequently become better citizens. I guess there are so many arguments why the arts should have priority however, it's hard to explain to the tax payer who consider the arts (due to their own lack of involvement) are important.

Those are my views for what their worth and thanks for listening.

Yours truly,
Hamilton Wentworth
CREATIVE ARTS INC.

Bill

Bill Powell
General Manager

cc A.J. Kraver

'A REGISTERED NON-PROFIT, CHARITABLE ORGANIZATION'
401 MAIN STREET WEST, HAMILTON, ONTARIO L8P 1K5 CANADA - (416) 525-6644

PROGRAM IDENTIFICATON

When the first program was opened at Caledon, it was named Alter-Ed. Names have not been assigned officially to the programs at Sir John A. Macdonald or at Stinson. Students and staff feel there is real merit in naming each of these programs in order to develop a sense of identity and avoid confusion with the original alternative education program. As these programs develop, each takes on individual traits making it distinctive as an alternative form of learning. There have been discussions with students of the programs and the following proposals are brought forward from the advisory committee:

> That the secondary program at Sir John A. Macdonald be called **THE LAWRENCE ALTERNATIVE PROGRAM.**

> That the elementary program at Stinson School be called **A.C.E.S. (ALTERNATIVE CONCEPT FOR ELEMENTARY STUDENTS).**

SUPPORT SERVICES

Profiles of students attending secondary alternative programs indicate a definite need for extensive individual and group counselling. These students display academic underachievement, familial parenting problems, limited social skills, anxiety, habitual absenteeism, depression, lack of peer friendships, lack of adult relationships, hostility and tendencies to run away from positive activity. Many also have financial, practical and welfare needs. Several are coming from group homes and open custody settings on a temporary basis. Adjustment services can assist in placement here but cannot provide on-going counselling to those who need it.

Specialized social worker assistance is becoming more and more necessary at both of the alternative secondary programs. The advisory committee recommends social worker assistance for individiual therapy, family counselling, group work and referral to community resources as required.

RECOMMENDATION

> 5. **That a social worker be assigned on a shared basis between two alternative education programs.**

Prepared and submitted by:
Frank Kelly, Area Superintendent of Education.

Approved by:
A. J. Krever, Director of Education.

APPENDIX A

SECONDARY ALTERNATIVE EDUCATION

Enrolment 1986, November
CALEDON - 52
SIR JOHN A. MACDONALD - 50
Some of the alternative students are registered in the alternative program but are also attending other school programs. They may be taking one or two credits at Alter-Ed .

The Alternative Education Advisory Committee believes that about 50 students is a full complement for Hamilton alternative programs in secondary based on the philosophy of the programs and the locations assigned.

A survey of secondary needs in the east end of Hamilton through principals and guidance services indicates that the following numbers of students could be referred to an alternative program at this time :

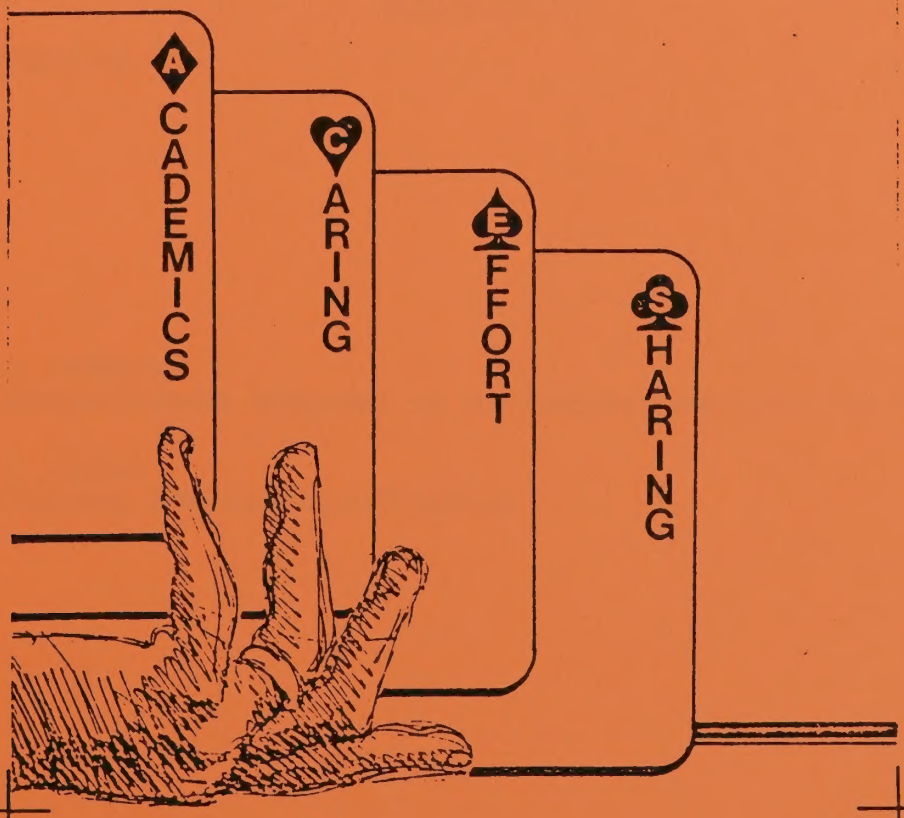
Delta - 12-15
Glendale - 12-15
Sir Winston Churchill - 12

These numbers do not include any currently out of school who might wish to re-register.

Review of students registered in alternative programs indicates a preponderance of academic underachievement, habitual absenteeism, familial parenting problems, lack of adult relationships and lack of peer friendships. A great many of these students have need of economic support systems and social skill development. A good number come from group homes and open custody settings. As well as adjusting to the school setting, there is often a need for individual therapy and referral to community resources. Many of these needs can best be met by a social worker.

ACES PROGRAMME

Alternative
Concept for
Elementary
Students



APPENDIX "C"

RE: EXPANSION OF ALTERNATIVE EDUCATION PROGRAM

FINANCIAL IMPLICATIONS

Estimated Expenditures on an Annual Basis

East Hamilton Location

Salaries, Wages and Benefits	$205,630
Library Books, Textbooks and Teaching Materials	6,000
Instructional Supplies	6,000
General Supplies	1,900
Equipment	11,010
Public Transit Fares	1,500
	$232,040

Social Worker

Salary and Benefits	$ 29,682

Prepared by: E. Hodgins
Administrative Assistant to the Business Administrator/Treasurer

Approved by: J. Penner
Business Administrator/Treasurer

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1986 01 06

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Establishment of a Race Relations Policy

At the December meeting of the Board, a motion was passed supporting the establishment of a Race Relations Policy. The matter of the establishment of a committee was referred to the Education Management Committee for resolution. Enclosed please find a document developed by the Ministry of Education designed to provide guidance to school boards in the establishment of such a policy. It should be noted that a policy should address the following components:

(a) Statement of Principle

(b) School-Community Relations

(c) Staff Development

(d) Employment Practices

(e) Curriculum

(f) Co-curricular Activities

(g) Heritage Languages

(h) Placement and Assessment

(i) Racial and Ethnic Incidents.

In reviewing this document, it is apparent that the establishment of a Race and Ethnic Relations Policy in an education system is a major task and is ongoing in nature. Because of the present load and expectations placed upon staff, it is suggested that consideration be given to the seconding of an appropriate staff member for a period of one year to assist the Board committee in the establishment and implementation of such a policy.

Prepared and submitted by: A. J. Krever,
Director of Education and Secretary.

encl.
-as

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1986 12 22.

TO THE CHAIRMAN AND MEMBERS,
EDUCATION MANAGEMENT COMMITTEE.

Ladies and Gentlemen:

The following motion regarding a Race Relations Committee was referred to the Education Management Committee from the December meeting of the Board of Education held on 1986 12 11.

Moved by Mrs. Bell, seconded by Mr. Maguire:

That a Race Relations Committee be formed, consisting of five trustees, four members of the community and the appropriate staff, and the four members from the community to be selected, after having expressed their interest, by responding to an advertisement in the local newspaper. The purpose is to recommend a policy governing race relations to the Board through the Education Management Committee with an interim report by June 1987.

Moved in amendment by Mrs. Baskin, seconded by Mr. Flaherty:

That the members of the committee re Race Relations be trustees only.

Moved by Mrs. Vine, seconded by Miss Cunningham:

That the motion and amendment regarding a Race Relations Committee be referred to the Education Management Comittee. Carried.

Ontario
Ministry of
Labour

Ontario
Human Rights
Commission

Race
Relations
Division

TOWARDS A POLICY...

RACE AND ETHNIC RELATIONS IN THE EDUCATION SYSTEM

Race and Ethnic Relations Policy Committee

Jean Augustine
Metropolitan Separate School Board

Stephen Bacsalmasi
The York Region Board of Education

Steve Barrs
City of Hamilton Board of Education

Dennis DesRivieres
Metropolitan Separate School Board

Hazell Excell
Board of Education for the City of Etobicoke

Dr. Ahmed Ijaz (Chair)
Board of Education for the City of Scarborough

Joe Rapai
Ministry of Education

Douglas Ray
The University of Western Ontario

Ruth Schweitzer Rozenberg
Race Relations Division, Ontario Human Rights Commission

Sylvia Searles
The Municipality of Metropolitan Toronto

Eric Whist
Race Relations Division, Ontario Human Rights Commission

TOWARDS A POLICY . . . .

RACE AND ETHNIC RELATIONS IN THE EDUCATION SYSTEM

Everyone has the right to education . . . . Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups. Parents have a prior right to choose the kind of education that shall be given their children. (Article 26 of the United Nations Universal Declaration of Human Rights)

Every individual is equal before and under the law and has the right to the general protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability. (Canadian Charter of Rights and Freedoms, 1982, Section 15)

. . . it is public policy in Ontario to recognize the dignity and worth of every person and to provide for equal rights and opportunities without discrimination that is contrary to law, and having as its aim the creation of a climate of understanding and mutual respect for the dignity and worth of each person so that each person feels a part of the community and able to contribute fully to the development and well-being of the community and the Province. (Human Rights Code, Ontario, 1982)

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INTRODUCTION

In 1983 the Race Relations Division of the Ontario Human Rights Commission's Consultative Committee on Education, a committee composed of 16 educators from across the province, recommended to the division that boards of education throughout the province be encouraged to adopt race and ethnic relations policies. Such policies, it was suggested, would give school boards the necessary framework to address race and ethnic relations issues in the school system—from curricula to school community relations and the handling of racial and ethnic incidents—and through these efforts provide a school environment that can sensitize and prepare students for living in a multiracial and multi-ethnic society. The consultative committee recommended that a model race and ethnic relations policy be developed and that it be distributed, in co-operation with the Ministry of Education to school boards throughout the province.

In 1984 a subcommittee of the consultative committee was struck to develop this model policy. The committee consisted of educators and race relations practitioners, many of whom had worked on developing and implementing race and ethnic relations policies for particular school boards.

The subcommittee reviewed school race and ethnic relations policies developed in Ontario to date, and to that they added their experiences of what has worked and not worked in the implementation of these policies. During this developmental process the subcommittee was particularly aware of the need to design a policy that would be of use to small and large school boards in rural as well as urban areas. It is essential that all students have the opportunity to learn about others and to become sensitized to race and ethnic relations. Ontario is now a multiracial and multi-ethnic society, and even in those areas of the province where this is not so apparent school boards should recognize the need to provide their students with the awareness and knowledge to relate positively to others in any environment.

Finally, it is the committee's belief that this policy is, in a sense, only a tool - a framework. It is the commitment and interest of school trustees, administrators, teachers, parents and students that will breathe life into this policy. We do feel, however, that it is a good place to start.

Dr. Ahmed Ijaz
Chair
Race Relations Policy Subcommittee

STATEMENT OF PRINCIPLE

The responsibility for promoting positive race and ethnic relations and for combatting racism and ethnic discrimination lies with all sectors of our society. There is a special responsibility for our educational institutions - the responsibility to help our young people develop the attitudes, values, knowledge - that will help them respect, understand and accept others. Each young person should feel a part of the community and have the opportunity to contribute fully to the development and well-being of the community.

The promotion of positive race and ethnic relations must include a willingness to challenge the presence of prejudice and discrimination in our schools, our young people and our community. We must seek to create an environment where students, parents and employers feel that they will not be subjected to bias.

Our society is a multiracial, multi-ethnic one in which cultural pluralism is encouraged. Within this framework we must educate our students to respect others and to participate equally in this society. This educational process must begin with an attitude that recognizes that people, be they members of majority or of minority groups, need to affirm their own histories through their own language, set of social relations, customs and creeds. We must look to schools as places where students learn of the contributions of all groups and where they develop respect for cultural, racial and ethnic diversity, which certainly exists in Canada and in Ontario regardless of the demographic composition of any one community. In order to affirm the schools board's commitment to this principle, it is expected that the school board will, through its trustees, administrators, teaching and non-teaching staff, in accordance with policies of the Ministry of Education:

1. **develop and promote positive race and ethnic relations for its students, staff and community;**

2. **take steps to communicate its commitment to this principle to its staff, students and community.**

SCHOOL - COMMUNITY RELATIONS

Improving school-community relations is a long-standing educational goal. This effort, whether it focuses on school-parent relationships or involves the use of community resources in the classroom or the opening up of a school for a community group activity, should recognize the importance of reaching out to the whole community. Racial and ethnic minority members of the community must be part of the community involvement in the schools that schools are endeavouring to foster. Moreover, particular efforts must be made if this is to happen.

For example, racial and ethnic minority parents may be underrepresented in parent-school associations or seen to be less willing to meet and discuss their children's education. Barriers between minority group parents and the school, such as different cultural expectations regarding the role of the school, language or institutional distrust, necessitate the design of specific outreach strategies.

In the case of community involvement in the classroom, the use of minority community members can have the particular benefit of sensitizing mainstream students to the skills and abilities of minorities and of acting as positive role models for minority students and providing resource material on a minority group's culture history or values, all of which are not often available in the existing curriculum.

In the case of opening up schools to the community, the school has an opportunity, for example, to provide programs for new Canadians or facilities in which minority community recreational and social groups can meet - groups that traditionally have had limited access to facilities.

Finally, in a broader sense of school-community relations, it is often expected that schools will endeavour, through their policies and programs, to educate the community on social issues. In this context, it is appropriate for schools boards to take a leadership role, to inform and to demonstrate to the community where they stand on race and ethnic relations.

It is recommended that:

1. **the board encourage and facilitate communication with parents and other members of the community by adopting a policy of first language utilization whenever possible where there is no fluency in English, and that interpreters and community members be called upon for assistance as needed;**

2. **the board encourage school and community organizations, principals and local trustees to work with parents in the community to develop opportunities for the discussion of differing values, expectations and cultural norms, and to provide forums for parents of common cultural or linguistic background to share common concerns;**

3. **the board encourage active racial and ethnic minority community participation on both committee and programs at board and school level;**

4. to supplement the regular school program, the board encourage student exchanges, visiting speakers and involvement in community projects as a means of increasing the contact that students make with members of a variety of ethnic and racial groups;

5. the board will maintain and increase its liaison with other boards, community and parent groups, and government agencies who are committed to the improvement of race and ethnic relations;

6. in conjunction with government, community and other local organizations, the board will develop guidelines and procedures to identify and prevent the root causes of racism and ethnic prejudice, which affect our society, school system and its children, and will continue to explore the most effective methods for implementing this Race and Ethnic Relations Policy;

7. schools develop means to enable parents and other community members of all backgrounds to feel and become part of the school. This may include:

   - communicating to parents, directly or in print, in their first language;

   - inviting minority parents to the school to discuss expectations and concerns;

   - devising outreach strategies to encourage participation of minority parents;

   - enhancing parents' awareness of how to access the school system more effectively.

8. schools, through teachers, counsellors, school librarians and other staff, use available parent and community resources as integral components of the teaching/learning process;

9. schools involve the parents or guardians of students in school-related activities, and in the life of the classroom;

10. schools encourage greater community use of school facilities whenever possible, both during and after school hours.

STAFF DEVELOPMENT

With a diversity in school population comes a diversity of learning, behavioural and communications styles. With the changing composition of our society comes the need for students throughout the province to understand and appreciate our diversity. Therefore providing the opportunities for students to realize their potential and to learn how to live successfully in our society requires specific awareness, understanding and skill from all school system personnel.

However, it is important that not only teachers but all staff acquire the knowledge and sensitivity to deal with race and ethnic related issues and instances of discrimination. Principals, for example, must display leadership and a willingness to set a climate for the school, to respond to racial and ethnic incidents, to encourage programs and to foster school and community relations, etc. Support staff must also learn to act in non-discriminatory ways and to challenge racial and ethnic situations as they may occur.

Attitudes of acceptance, tolerance, respect and understanding must be promoted by everyone, i.e. bus drivers, secretaries, janitors, administrators and all staff and trustees as they interact with students, parents and the community.

It is recommended, that:

1. **the board provide system-wide, ongoing professional development for teaching and non-teaching personnel to enhance their sensitivity and competence in working with people of diverse racial, cultural, linguistic or ethnic background.**

   This staff development should involve a variety of approaches, including the following:

   - **staff in-service, at the board or school level (in co-operation with federations, unions and associations representing all employees of the board), in the areas of human relations, race relations, ethnic relations and human rights, to ensure that all staff acquire the necessary attitudes and skills;**
   - **making available relevant curricular or other resource material (printed and non-printed) for in-service activities;**
   - **school-based activities with student, parent and community involvement;**
   - **opportunity for personal exchange (secondment to acquire expertise and exposure) or provisions for leave of absence;**

2. **this professional staff development include the following topics:**

   - **cross-cultural understanding;**
   - **possible educational differences and expectations of immigrant students and parents;**

- possible educational differences and expectations of native people;
- dynamics of prejudice, stereotyping, ethnic discrimination and racism;
- effective strategies to intervene in racial ethnic incidents and other situations of discrimination;
- significant curriculum materials and techniques for their implementation.

4. the board encourage the participation of all personnel and that information of staff development activities be publicized system-wide on a regular basis;

5. that schools encourage teaching staff to initiate exchange programs to expose themselves and students to the cultural experiences of different communities.

EMPLOYMENT PRACTICES

Historically, racial and ethnic minorities have been underrepresented in teaching and other positions in the education system. This fact has been commanding notice, particularly in communities where there is a significant minority student population with few, if any, minority teachers.

Minority staff can serve as positive role models for students and can sensitize all students to the contributions and skills of minority groups.

In terms of general hiring and promotional practices, boards should recognize that skills, knowledge and positive initiatives in race and ethnic relations are an asset that should be acknowledged.

It is recommended that the board:

1. **review hiring and promotion practices to ensure they are bias-free, and subsequently indicate to the public its belief in being an equal opportunity employer;**

2. **if recognizing the underrepresentation of racial and ethnic minorities in the school employment system, then consider further employment strategies to bring minority candidates into the system and to encourage minorities already in the system to compete for promotional opportunities;**

3. **indicate that knowledge, sensitivity, skills and positive initiatives in race and ethnic relations are qualities that it is considering in hiring and promotion.**

CURRICULUM

The Ministry of Education policy documents, The Formative Years and Ontario Schools: Intermediate and Senior include the following educational goals for students in Ontario schools:

- to develop and maintain confidence and a sense of self-worth;
- to develop and retain a personal identity by becoming acquainted with the historical roots of the community and culture of their origin and by developing a sense of continuity with the past;
- to begin to understand and appreciate the points of view of ethnic and cultural groups other than their own;
- to develop an understanding of such concepts as community, conflict, culture and interdependence;
- to learn social skills and attitudes on which effective and responsible co-operation and participation depend;
- to learn to deal with problems that involve interracial or intercultural tensions or conflicts.

School curriculum determines the content of students' learning experiences and is of fundamental importance in developing students' self-awareness and creating their attitude towards others, their community and their world. Given the framework of ministry policy, curriculum must be responsive to our racially, ethnically and culturally diverse student body; it must provide for opportunities for students to develop positive attitudes towards other groups and respect and tolerance for differences while recognizing the unity of humankind. It must provide opportunities for students to develop the ability to recognize and reject acts of racial and ethnic stereotyping and discrimination. It must accurately reflect the contributions and achievements of people of all racial and ethnic backgrounds throughout the world and their involvement and contribution to all aspects of Canadian life.

While we endeavour to further develop this type of curriculum, we must recognize that existing curriculum materials do not often contain reference to the contribution of racial and ethnic minorities, do not often portray racial and ethnic diversity in pictures, illustrations, etc., or are biased in their written or pictorial depiction of racial and ethnic minorities. Strategies addressing present curriculum, including helping teachers recognize biased material, providing supplementary material to address this biased material and teach students about bias in learning materials should be considered.

Similarly, it should be recognized that the development of curricula, with respect to race and ethnic relations and multiculturalism, should not be limited to one area of study. School subjects, whether they are the natural sciences, the social sciences, religion, language or artistic expression (art, drama, music, etc.), enable students to acquire knowledge from different perspectives. In all areas of knowledge it is important to offer objective information, to emphasize the wide range of possible viewpoints, approaches and contributions as well as to identify stereotypes and stress their simplifying and distortive function.

It is recommended that:

1. the board review current curriculum materials to determine their appropriateness in the light of this policy and the Ministry of Education guidelines;

2. the board develop curriculum materials that provide opportunities for students to develop positive attitudes to other racial, ethnic and cultural groups and to recognize their contribution to Canadian society;

3. in purchasing new curriculum materials including textbooks and audiovisual material, the board consider the racial, ethnic and cultural sensitivity of the material. Guidelines to determine the suitability of material should be developed in relation to the ministry's publication, Race, Religion and Culture in Ontario School Materials. Biased or stereotypic material will be avoided;

4. the board incorporate across the curriculum appropriate material on the contribution and achievements of racial and ethnic minority groups both in Canada and the rest of the world;

5. the board develop strategies for introducing ethnic and race-related curriculum materials into all subject areas;

6. the board develop strategies for the handling of existing material that is biased or involves stereotyping including ways for teachers to discuss bias and to introduce supplementary material;

7. the board develop curriculum and teaching strategies to help students recognize bias, stereotyping and discrimination and how to deal with it;

8. principals introduce, where appropriate, core units on race and ethnic relations and multiculturalism into the elective sections of compulsory subjects.

CO-CURRICULAR ACTIVITIES

Boards of Education involved in the development of race and ethnic relations policies should consider co-curricular activities as an integral part of their policy development. Co-curricular activities are especially successful in improving social skills and personal development; they are a medium for encouraging racial and ethnic integration and promoting harmonious race and ethnic relations.

For example, racial and ethnic or multicultural and multiracial student clubs provide cultural activities aimed at improving intergroup relations; they are useful short-term help for students who are alienated and withdrawn; they provide a focus for students of similar racial, ethnic or cultural background to help them keep or develop their identity; clubs provide emotional suppport, academic help and orientation for new students and they also provide an opportunity for racial and ethnic minority students to share some aspect of their culture with other students.

Similarly, inter-board, intra-board and international student exchanges can assist students to become more sensititve to other cultures and enhance greater understanding between people of different racial, ethnic and cultural backgrounds. Such programs require extensive program planning, preparation and orientation to ensure that students gain the maximum benefit.

Sports programs, whether inter- or intra-mural, provide excellent opportunities both for positive group interaction and all the benefits associated with team work. Boards should also identify different ways of utilizing existing facilities to introduce the sports and games of other countries.

In conclusion, boards of education should support programs that assist individuals to understand not only themselves and their cultural heritage but also people who belong to social and cultural groups different from their own.

It is vitally important that activities undertaken are seen as opportunities that can develop:

- a positive sense of self-image, self-worth and self-identity; and,
- harmonious race and ethnic relations

Students may wish to organize along racial and ethnic lines. School staff should be prepared to address this dynamic. These activities should serve to raise the level of sensitivity, acceptance and awareness on the part of staff and students.

It is recommended that:

1. **schools respond positively to any request to form specific ethnic and/or racial clubs or inter-racial associations; such clubs/associations should not be exclusive but open to all;**

2. **the board encourage voluntary exchange programs where students are exposed to students of differing background;**

3. **schools and athletic associations assess their programs in terms of the extent to which these programs reflect the needs and interests of their respective students, and that efforts be made to develop and introduce programs that encourage maximum participation by students of all racial and ethnic backgrounds.**

HERITAGE LANGUAGES

The Ontario Ministry of Education recognized the importance of heritage languages in the development of Canadian identity and in 1977 announced an instructional policy on heritage languages. Heritage language was defined as 'a language other than the two official languages of Canada'. The three principle aims of heritage language programs are: 1) to allow the learning or maintenance of a language; 2) to provide an introduction or involvement in the culture of which the target language is a product; and, 3), to have students develop confidence and a sense of self-worth. A number of advantages have been associated with such programs, for example:

- They enhance the students' self-concept and pride in their heritage as well as promote communication within the families.
- They provide a continuum between the home and the school.
- They provide an opportunity for students to use skills and concepts they already possess.
- They provide experiences in learning that are seen as worthwhile by students.
- They encourage all students to develop new language skills that will help them to function more effectively in Canada's multicultural environment as well as in the international community.

It is recommended that:

1. **the board actively support the principle of Heritage Language as a vehicle for fostering positive race and ethnic relations and multiculturalism, and that the board develop such programs in co-operation with the concerned communities;**

2. **the board implement Heritage Language programs for those school communities that wish to opt into one. These programs may include Saturdays, evening classes, extended day or any other feasible model that may be developed in co-operation with community groups.**

3. **school personnel actively liaise with Heritage Language programs by, amongst other positive steps:**

   - **encouraging students to share work from the program during the regular school program;**
   - **providing parents with required information when necessary;**
   - **acknowledging the participation in Heritage Language programs as a positive and important educational pursuit;**

- **utilization of the skills of students in other languages when implementing a multicultural curriculum;**

- **offering these programs to all students;**

PLACEMENT AND ASSESSMENT

All parents have an interest in educational decisions affecting their children. Of particular concern are the decisions that determine where and how children are to be placed and taught in school. These decisions have a profound effect on the life chances of all students in Ontario. Such significant decisions require both active and informed participation of parents, teachers and administrators.

A multi-racial, multi-ethnic, multi-lingual society must respond sensitively and responsibly to the assessment and placement needs of each student.

There have been growing concerns about the impact of placement and assessment procedures on immigrant and racial and ethnic minority students. These concerns are fostered by the disproportionate number of racial and ethnic minority students in basic-level programs in schools and the fear that language and dialect may unduly influence assessments. In addition, a number of studies have examined formal testing procedures and have found that these tests have a built-in cultural bias. Further concerns have focused on the formal and informal assessments by teachers and guidance counsellors since the potential for personal bias can affect decisions of assessment, counselling and placement.

Consequently, assessment and placement procedures require ongoing monitoring, evaluation and modification.

It is recommended that:

1. **the board monitor patterns of placement and assessment and examine such variables as race, ethnicity and language in order to identify possible biased procedures;**

2. **the board request that all assessment, interviewing and counselling materials and practices be reviewed for bias and alternative approaches and methods be explored;**

3. **the board develop materials and techniques for sensitizing staff involved in placement and assessment to race and ethnic relations;**

4. **the school communicates clearly with parents about assessment and placement procedures as well as about decisions and their consequences.**

5. **this communication by the school must include an explanation of the parents' rights and alternative choices and must remove any perception of racial or ethnic bias in the assessment placement procedure.**

RACIAL AND ETHNIC INCIDENTS

Racial and ethnic incidents can and do take place in schools. They involve racial bias that is manifested through verbal, written or physical abuse and may range from name-calling and graffiti to physical assault. They may be of a subtle and/or passive nature, or they may be overt. Incidents may be instigated by students, teaching and non-teaching staff, parents or school visitors.

In all cases it is the responsibility of the school system to respond immediately and consistently. Furthermore, it must be seen to be responding. A school system must communicate clearly that it does not tolerate racial or ethnic bias. Failure, for example, of a teacher to respond to a student's racial or ethnic joke-telling implies indifference or even tacit approval. School personnel should involve other school system personnel or community resources, depending on the nature of the incident, in order to find a solution to the problem.

Responding to racial and ethnic incidents should be seen as an opportunity to provide a learning experience for both the victim and the perpetrator. It is important for the victim to know and see that the school system will not tolerate racial or ethnic bias. It is also appropriate that counselling and support be provided to help the victim deal with an incident. This counselling and support may come from the school system or, if necessary, other sources.

Efforts should be made to sensitize and teach the prepetrator as well as to subject him or her to disciplinary procedures. While there must be discretion in dealing with perpetrators, guidelines or disciplinary procedures should be in place.

It is recommended that:

1. **the board state that it condemns and it will not tolerate any expression of racial or ethnic bias by staff, students, trustees or school visitors and that this statement be communicated to all staff, trustees, students and parents;**

2. **school board employees be made aware that the policy also applies to them and that acts based on racial or ethnic bias will lead to discipline;**

3. **the board adopt guidelines and procedures for responding to racial and ethnic incidents that will allow for discipline, including suspension, expulsion and the involvement of senior school personnel and parents;**

4. **the school board communicate regularly to the community its policy for dealing with student behaviour and that this report include information on how the board has responded to racial and ethnic incidents;**

5. **a special person or unit, either at board or school level, be given the responsibility for providing assistance in responding to incidents and for providing counselling to victims including identifying and utilizing community resources wherever**

appropriate. These skills and knowledge should be imparted to teaching staff, principals and other school staff through training;

6. school principals make it clear to their teaching and non-teaching staff and students that racial and ethnic name-calling and racial and ethnic graffiti is not acceptable and will not be tolerated;

7. school staff witnessing a racial or ethnic incident intervene immediately, inform those involved of the board policy and guidelines, ascertain the cause and take appropriate action;

8. school staff use this intervention as an opportunity to create a learning experience;

9. in all cases, discretion does not allow for ignoring an incident or refraining to investigate such an incident.

A checklist of key components for the development of a Race and Ethnic Relations Policy:

- ☐ . Commitment from the Board.
- ☐ . Establishment of a truly representative committee of trustees, senior administrators and staff (may also include students, parents and community representatives).
- ☐ . Internal circulation of Draft Policy for comments and feedback.
- ☐ . Incorporation of internal responses into the second Draft.
- ☐ . External consultation with an extensive representation of school associations, union/federation representatives, other boards of education, parents and community groups and organizations.
- ☐ . Incorporation of external responses into the final Draft.
- ☐ . Final Board approval.
- ☐ . Assignment of responsible staff and resources for the co-ordination and implementation of the Policy.
- ☐ . Establishment of an advisory committee to assist staff in the implementation and evaluation of the Policy.
- ☐ . Ongoing evaluation to improve the implementation of the Policy.

GLOSSARY

1. **Affirmative Action:** a set of explict actions or programs designed to increase access to and participation in all strata of educational and employment opportunities for and by individuals or groups previously excluded from full participation.

2. **Attitude:** a consistent pattern of thought, belief, emotion and reactions.

3. **Bias:** an opinion, preference, prejudice or inclination formed without reasonble justification which then influences an individual's or group's ability to evaluate a particular situation objectively or accurately.

4. **Culture:** the totality of ideas, beliefs, values, activities and knowledge of a group of individuals who share historical, geographical, religious, racial, linguistic, ethnic or social traditions and who transmit, reinforce and modify those traditions.

5. **Discrimination:** the denial of equal treatment, civil liberties and opportunity to individuals or groups with respect to education, accommodation, health care, employment and access to services, goods and facilities. Discrimination may occur on the basis of race, nationality, gender, age, religious, political or ethnic affiliation, marital or family status, physical, developmental or mental handicap.

6. **Ethnic:** an ethnic group is a community based upon the ascribed status of a diffuse ancestry that is maintained by a shared culture, language or religion; a human group bound together by ties of cultural homogeneity, with a prevailing loyalty and adherence to certain basic institutions such as a family pattern, religion and language.

7. **Majority group:** generally refers to the group of people within a given society that is either the largest in number or that successfully shapes or controls social, economic, political or religious power. The term may suggest superior social position.

8. **Minority group:** generally refers to a group of people that is either small in number or that has little or no access to social, economic, political or religious power within a given society. The term may imply inferior social position.

9. **Multiculturalism:** the existence within one society or nation of two or more non-homogeneous, but equally recognized, ethnic, racial, cultural, linguistic or religious groups.

10. **Prejudice:** hostile, irrational beliefs, feelings, opinions and actions directed toward particular individuals or groups on the basis of stereotypical generalizations about group characteristics.

11. **Race:** a concept utilized to classify humankind according to common ancestry or descent, and reliant upon differentiation by general physical characteristics such as colour of skin and eyes, hair type, stature and facial features.

12. **Race relations:** the quality and pattern of interactions between diverse racial groups within one society or nation. The term may also refer to explicit policies and programs devised to promote harmonious inter-racial and cross-cultural communication or integration.

13. **Racial discrimination:** any distinction, exclusion, restriction or preference based on race, colour, descent or national or ethnic origin that has the purpose of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other, field of public life.

14. **Racism:** a set of implicit or explicit beliefs, assumptions and actions based upon an ideology of inherent superiority of one racial or ethnic group over another and evident within organizational or institutional structures and programs as well as wtihin individual thought or behaviour patterns. **Racist slurs** are insulting and disparaging statements directed towards a particular racial or ethnic group. **Racist incidents** express racist assumptions and beliefs through banter, racist jokes, name-calling, teasing, discourteous treatment, graffiti, stereotyping, threats, vicious insults, physical violence and genocide. The term **racist** refers to an individual, institution or organization whose beliefs, actions or programs imply or state that certain races have distinctive negative or inferior characteristics determined by hereditary factors. **Racist behaviour** is aggressive, abusive or dangerous acts directed towards racial or ethnic minorities.

15. **Stereotype:** a false or generalized conception or a group of people that results in an unconcious or conscious categorization of each member of that group. Stereotypes may be based upon misconceptions or false generalizations about race, age, ethnic, linguistic, geographical or natural groups; religion, social, marital or family status; physical, developmental or mental attributes; gender.

We wish to acknowledge the following Boards whose policies served as an important resource in the preparation of this document.

- Metropolitan Separate School Board
- North York Board of Education
- Ottawa Board of Education
- Toronto Board of Education
- Windsor Board of Education
- York Board of Education

Ontario
Ministry of
Labour

Ontario
Human Rights
Commission

Race
Relations
Division

400 University Ave.
Toronto, Ontario, M7A 1T7
965-1613

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1986 12 11.

To The Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: THE PROVISION OF AN EDUCATIONAL PROGRAM AT THE FAMILY SERVICE YOUTH CENTRE (WEBBER HOUSE) UNDER SECTION 16 OF THE GENERAL LEGISLATIVE GRANTS.

PREAMBLE

It has been proposed by Family Services of Hamilton-Wentworth to enter into an agreement with the Hamilton Board of Education, to provide a Section 16 educational program at the Family Services Youth Centre (Webber House) in Hamilton.

Financial assistance for one full-time teacher, administrative services, supplies and equipment would be made available by the Ministry of Education under Section 16 of the General Legislative Grants. (Similar to our other section 16 programs.)

THE FACILITY

Webber House is an adolescent residence licensed under the Child and Family Services Act (Bill 77) and funded by the Ministry of Community and Social Services. The residence is situated at 2-4 Webber Street in Hamilton.

The residents are between the ages of thirteen and eighteen and assigned to long and short-term programs. The short-term program is currently a ten bed emergency crisis unit and these beds are under contract to the Children's Aid Society.

The residents of the short-term program have emotional, behavioural or cognitive disorders and are unable to live with their families. Webber House is used as an emergency placement until a move to another group home, foster home or a return to the parents/guardians can be facilitated. Schooling for these young people is most difficult due to their general emotional instability.

Residents in the short-term program at Webber House may remain overnight, several days or as long as several months. The average length of stay for a short-term resident is approximately three months.

APPENDIX E

SCHOOL VISITS

CONTENT:

A chart summarizing the findings of committee members who visited eight schools in neighbouring municipalities.

SUMMARY:

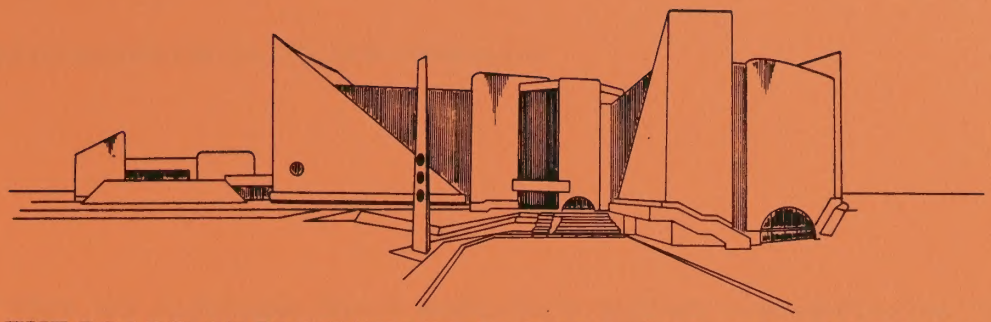
Non-semestered schools in proximity to semestered schools are losing enrolment as students change schools to obtain the benefits of a semestered form of organization. The desire to maintain enrolment is a strong incentive for non-semestered schools to adopt semestering. Where schools have been able to maintain a non-semestered or partially semestered form of organization for some time, there are often features of the school or community which compliment the alternative form of organization.

SCHOOL VISITS

SCHOOL	ALTERNATIVE	COMMENTS
Centennial Composite Guelph	Non-semestered 9-10	The system has lasted for 10 years and is so successful that the Wellington County Board will be adopting the same organization in Ross Collegiate in September 1987. In Centennial, the system is facilitated by a large school enrolment; (1533), and by the fact that students are bused and stay all day. Difficulties exist at the 10/11 interface where failed subjects can only be made up by attending summer school, evening school or by choosing a subject scheduled during part of the split lunch period. Timetabling in the system is restrictive for both teachers and students. There is a lot of free time for students during the day.
Sir Winston Churchill St. Catharines	Non-semestered 9-10 39 min. period Semestered 11-13 78 min. period Triple lunch	The program has been operating succesfully for three years and will be continuing with no change. In Sir Winston Churchill the system is facilitated by a highly academic and homogeneous school population. Most students enroling in grade 9 eventually graduate from grade 13. In fact; very few general level courses are available. Students who are unsuccessful at the advanced level must transfer to another school to get a general level program. Timetabling in this system is restrictive for both students and teachers. Teacher workload is often unbalanced between semesters. Fast tracking is allowed but not encouraged.

SCHOOL	ALTERNATIVE	COMMENTS
Kitchener-Waterloo Collegiate and Vocational Institute	Totally semestered 71 min. period	These three schools are closely situated in adjacent areas in Kitchener-Waterloo allowing a visitor to see three different forms of organization operating within the same community.
Cameron Heights Kitchener-Waterloo	Non-semestered Two Day Cycle 72 min. period	Fully one-half of the students in grade 11-13 at KWCVI are students who have left Cameron and Eastwood to take advantage of semestering at KWCVI. There is no corresponding flow back into Cameron and Eastwood from KWCVI to take advantage of non-semestering at the other schools. The loss of students from Cameron does not threaten viability of the school because Cameron has a large enrolment of 2,000 students. The program at Eastwood is threatened by the loss of students. Recently the school has been declared a regional school for the arts and it may retain students by virture of special programming of the arts.
Sir Winston Churchill Scarborough	Totally semestered Four Period Day 80 min. period	These two schools are located nearby allowing a visitor to see two different forms of organization operating within the same community. Sir Winston Churchill is a large fully composite school that has been semestere for 12 years. The program has been operating to everyone's satisfaction and no plans for change. David and Mary Thompson Collegiate with an enrolment of 1,258 has been losing students to adjacent semestered schools to such an extent that the school is going to change to a fully semestered organization in the Fall of 1987 to maintain enrolment. The change will be an easy transition for them because they already operate with four long periods each day.

C. A. COWAN
Director of Education
Secretary and Treasurer



THE BOARD OF EDUCATION FOR THE CITY OF SCARBOROUGH

EDUCATION CENTRE, 140 BOROUGH DRIVE, SCARBOROUGH, ONTARIO, M1P 4N6 TEL. 296-7100

November 12, 1986

Director of Education
Board of Education for the City of
Hamilton
Box 558
Hamilton, Ontario
L8N 3L1

Dear Sir:

At its regular meeting held on Monday, November 10, 1986, the Board of Education for the City of Scarborough adopted the following resolution:

"THAT in view of impending legislation to revise the Copyright Act as outlined in the second report of the sub-committee on the Revision of Copyright (A Charter of Rights for Creators. Ottawa, 1985), the Board of Education for the City of Scarborough recommends:

(1) THAT there be no narrowing of the present scope of fair dealing;

(2) THAT fair dealing be equally available to individuals and to those who, as intermediaries, copy work on behalf of patrons;

(3) THAT libraries and their staff and trustees not be held accountable for infringements perpetrated by others on library premises;

(4) THAT the provision of a single copy to another library (inter-library loan) be considered fair dealing;

(5) THAT there be no extension of renting right in the revised law;

(6) THAT the legislation not permit a two-tiered pricing system in conjunction with payment of royalty fees to collectives;

(7) THAT the number of collectives be kept to a minimum and be comprehensive in coverage;

(8) THAT the Copyright Board ensure that fees charged by collectives are fair and reasonable;

(9) THAT the Copyright Board membership include representation from the library community;

AND FURTHER, THAT the Board express its concern that the legislation as currently outlined will substantially increase costs to public institutions and will, therefore, limit access to information;

AND FURTHER, THAT the Board's concerns be communicated to the Minister of Consumer and Corporate Affairs, the Honourable Harvie Andre; the Minister of Communications, the Honourable Flora MacDonald; and their respective critics in the Opposition, as well as all Scarborough M.P.'s;

AND FURTHER, THAT this motion be sent to other school boards in Ontario for their consideration and support."

Yours very truly,

C. A. Cowan,
Director of Education.

CAC:ays

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Alternative Education Programs

Preamble

In April of 1982 The Board of Education for the City of Hamilton opened its first alternative education program, Alter-Ed. at Caledon School on the mountain. In early 1986 a second secondary program was established at Sir John A. Macdonald Secondary School. The elementary program at Stinson Street School was established in 1986 as well. These programs have provided a different setting and a varied approach for students having difficulty with the regular school setting and for many who wish to return to studies but not in the traditional school.

SECONDARY PROGRAMS

At present, both secondary alternative programs are operating at capacity according to the staffing formula. Experience with the program has also proven that the current size of 50+ students is maximum in order to maintain program effectiveness. The philosophy is to develop an atmosphere in which teachers provide personal interaction with each student and peer interaction is developed to work out some of the social problems experienced by many of the students. As well, building facilities at the present sites do not allow for increased intake.

The alternative education programs in Hamilton have had good success which can be measured by the significant number of credits achieved and by the number of students who have worked their way back into regular schools through the alternative route. Requests for admission and referrals from secondary schools continue to grow and places will not be available.

The Alternative Education Advisory Committee has studied this concern and makes the following recommendations:

1. **That an alternative program for secondary school students be established in East Hamilton and be available to students in April of 1987.**

2. **That the funds be allocated in the 1987 budget to provide for staffing, equipment and supplies for this program.**

3. **That a program leader for this alternative education program commences duties as of 1987 03 03.**

4. **That administration and staffing considerations for this program be those presently in operation at the other programs. (one program leader outside staff-student ratio and staff as per collective agreement).**

COMMUNITY SUPPORT

Support for an educational program in the short-term program at Webber House has general community support. Family Services of Hamilton-Wentworth, the Ministry of Community and Social Services, Hamilton-Wentworth Children's Aid Society, Hamilton-Wentworth Catholic Children's Aid Society and the Special Needs Team of the Association of Agencies for Treatment and Development (AATD) have all indicated need for a school program at Webber House.

The Education Officer for the Ministry of Education is aware of this proposal and she has toured the facility. Marilyn Ransby has indicated that Webber House would appear to meet the criteria for an approved facility for a Section 16 School Program as outlined under the General Legislative Grants.

FINANCIAL IMPLICATION

The estimated expenditures for a full-time teacher at the Family Services Youth Centre (Webber-House) would be as follows:

Salary and Benefits (One F.T. Teacher)	$41,854.00
Instructional Supplies, Administrative, Consultative and Supervisory Services	2,000.00
Furniture and Equipment Allowance	3,300.00
Total Expenditure	$47,154.00

As in all of our other section 16 programs the total aforementioned financial expenditures would be assumed by the Ministry of Education.

RECOMMENDATION

It is recommended that:

Subject to approval by the Board of Education for the City of Hamilton and approved funding by the Ministry of Education, an educational program be provided at the Family Services Youth Centre (Webber House).

Prepared and submitted by:
P. S. Beveridge.

Financial Implication:
J. Penner.

Approved by:
A. J. Krever.

100 Main Street West
Hamilton, Ontario

1987 01 06

The Chairman and Members,
Education Management Committee,
Board of Education,
HAMILTON, ONTARIO.

Ladies and Gentlemen:

RE: RESPONSE TO FRENCH IMMERSION BRIEF

A brief prepared by the French Immersion Committee of the Council of Hamilton Home and School Association was presented on 1986 12 02 with a series of recommendations for your consideration.

The following is a response to the nine recommendations found on page 7 of their brief -- see Appendix "A":

Recommendation #1

As indicated at the Education Management Committee meeting, this particular recommendation will be dealt with by the Trustees.

Recommendation #2

The Accommodation Committee consists of staff personnel only and reports the Board annually on behalf of the Director. It addresses a variety of system needs related to buildings - openings, closures, renovations, additions. French Immersion, while an important component, is only a small part of the mandate. Presentations from interested groups are always welcomed and form part of the process.

Recommendation #3

The original Board Plan involved an interim step of utilizing space at Linden Park School in combination with Pauline Johnson School. Based on community input and requests, the interim step was altered to permit the full program to remain at Pauline Johnson until the move to Norwood Park in September, 1987.

Recommendation #4

The "Plan" indicates that Peace Memorial School will be retained as a dual track program school.

Recommendation #5

Because of growth pressures on the West Mountain, it has not been possible to accommodate a dual track program. The opening of Norwood Park with no capping of kindergarten classes and a more central location should help to address West Mountain needs. The Accommodation and French Immersion Committees have examined this concern annually, and will continue to monitor program interests and space availability in this area of the City.

Recommendation #6

It was the intention of the "Plan" to have a French Immersion Centre located at Norwood Park School. With the establishment of the program at this school, it will allow parents to have unlimited access to the program without the problems associated with dual track schools.

Recommendation #7

French Immersion is not a neighbourhood school program. The Board over the years has established and maintained a policy that schools with French Immersion are designed to serve a larger geographic area and has opposed local community schools for this program. As indicated in the brief, attendance areas for registration have been defined providing equal access to the program for all children living in the catchment area, regardless of their proximity to the school.

Various methods of registration have been reviewed -- pre-registration, central registry, lottery. It is the feeling of the Board's French Immersion Committee that the present process is the most equitable and fair to all involved.

Recommendation #8

Diversity in programming has been considered and studied during the past several years. At the November meeting of the French Immersion Committee, another Late Immersion report was submitted and examined. At that time, there appeared to be little demand from the community to establish such a program. It will continue to be studied by the Committee at future meetings.

Recommendation #9

The French Immersion Committee has discussed this topic in its deliberation. Presently, staff is studying the possibilities and implication of support services. When the report is finalized, it will be presented to the French Immersion Committee.

N.B. The Board's Ad Hoc Committee to Study the Future of French Immersion has been shortened to French Immersion Committee for this report.

Prepared by: R. A. Kennedy, Area Superintendent of Education

Submitted by: A. J. Krever, Director of Education and Secretary

Approved by: A. J. Krever, Director of Education and Secretary

The Board of Education for the City of Hamilton

1986-12-19

The Chairman and Members
Education Management Committee
Hamilton Board of Education,
HAMILTON, ONTARIO.

Ladies and Gentlemen:

RE: ALLENBY ELEMENTARY SCHOOL

After consideration of the 1983 Accommodation Report the trustees voted **"THAT ALLENBY SCHOOL BE CLOSED WHEN THE NEW STRATHCONA SCHOOL IS READY FOR OCCUPANCY. (expected occupancy, September, 1985)".** In 1986, the trustees voted **"THAT THE CLOSURE OF ALLENBY SCHOOL BE DELAYED FOR ONE YEAR".**

As a result of the presentation from the Allenby Home and School Association, and in preparation for the January Director's Accommodation Report, a thorough analysis of the Allenby School has been conducted.

- At present **97** children attend the school. The grade enrolment is as follows:

JK	14
K	20
1	17
no grade 2	--
3	09
4	15
5	14
Special Education	08
TOTAL:	**97**

- The Hamilton Board of Education operating capacity for Allenby is 245.

- Enrolment forecasts for the next four years are:

1987	1988	1989	1990
97	95	102	118

...continued.../

Alternatives

1. **Allenby pupils be housed in neighbouring schools** (Central, Earl Kitchener, Strathcona)

   This alternative is the least desirable of those studied because:

   (a) Central's enrolment will increase from 128 to 145 over the next three years (operating capacity of Central is 154).

   (b) Earl Kitchener will continue to operate at close to 100% of capacity (operating capacity is 544). Forecast enrolment for 1987 is 516.

   (c) Attendance at Strathcona (room for 60) would necessitate children crossing both Main and King Streets, plus the removal of special education classes from Strathcona.

2. **Allenby be closed and the building attached as an annex to Earl Kitchener**

   This would permit the junior division French Immersion program to move to Allenby, thus freeing space at Earl Kitchener for the majority of the Allenby students to attend the school closest to them. However, if the French Immersion program were uncapped as a result of more space becoming available, Ryerson Middle School would ultimately be crowded and be unable to accommodate any extra French Immersion students. The expected increase in enrolment at Hess (from the present 429 to 466 in 1989) would exacerbate the problem, as Hess grade six students attend Ryerson for grade seven.

3. **Allenby be closed and the majority of students attend Central**

   Central could not provide room unless portables were used or the second floor of the school became available. Because Central is a designated Heritage building it is not likely permission would be given to place portables beside the building. To occupy the second floor would require expropriation of the lease, which is valid until 1990, with an option to extend to 1995.

4. **Allenby be allowed to remain open for JK to grade three pupils**

   Retention of the youngest pupils within the neighbourhood prevents both the crowding of neighbouring schools and takes into consideration the concerns about traffic in the area. Grade four and five students would attend one of the neighbouring schools. Consideration for alternative use of the remaining space at Allenby could be discussed at a later date.

5. **Allenby be allowed to remain open for JK to grade three pupils, English program, and French Immersion junior division program from Earl Kitchener**

   This alternative is a combination of alternatives two and four.

...continued..../

6. **Allenby be allowed to remain open as a JK to grade five school**

Forecasts indicate that no significant change in enrolment is likely in the next several years. The rise in enrolment to 118 pupils is largely a result of the entire spectrum, JK-5, again being at the school.

RECOMMENDATION:

> That Allenby be allowed to remain open as a JK to grade three English program, and French Immersion junior division program from Earl Kitchener.
>
> O R
>
> FAILING THIS
>
> That Allenby be allowed to remain open as a JK to grade five school.

J. Forrester,
Area Superintendent of Education.

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1986 12 19.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be transferred from the Probationary Staff to the Permanent Staff, effective as shown:

Lyn Cole, 1987 02 01

Ghislaine Dean, 1987 02 17

Norma Dreossi, 1987 02 01

Lee Emery, 1987 02 01

Ronald Findlay, 1987 02 01

John Kirkland, 1987 02 01

Jay Kyle, 1987 02 18

Anna Pillinini, 1987 02 01

Audrey Richardson, 1987 02 04

Bettyjean Robinson, 1987 02 17

(b) That Philip Scordino be promoted to the position of Acting Assistant Head of Department (Technical), effective 1987 02 01, with salary according to schedule.

(c) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Mary Curtis, 1986 10 14 to further notice

Christopher Kostur, 1986 09 16 to further notice

Lee Krueger, 1986 11 24 to 1986 12 19

Valerie Lowrey, 1986 11 10 to further notice

Shirley MacDougall, 1986 10 30 to further notice

Wendy Martin, 1987 01 01 to 1987 06 30

Tracy Scandlan, 1987 01 05 to 1987 06 30

(d) That the appointments of the following teachers to the Occasional Staff, approved at previous meetings, be changed to become effective as shown:

Barbara MacLeod, 1986 09 03 to 1987 01 23

Nora Majik, 1986 11 03 to 1986 12 19

(e) That the following teachers be returned from Leaves of Absence and assigned teaching duties, effective as shown:

Lorraine Jones, 1987 01 05

Kari Morrow-Floren, 1987 02 02

(f) That the requests of the following teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with conditions governing Maternal Leaves:

Katherine Conway, 1987 02 02 to 1987 05 29

Monika Grenville, 1987 04 01 to 1987 07 28

Anne Klaus, 1987 03 02 to 1987 04 24

Ann MacDonald, 1987 02 02 to 1987 05 01

(g) That the requests of the following teachers for Maternal Leaves of Absence be granted in accordance with conditions governing Maternal Leaves, and that these Leaves be followed by Leaves of Absence for Parental Reasons, effective as shown:

Karen Andreychuk, 1987 01 05 to 1987 08 31

Elaine Crawford, 1987 02 02 to 1987 08 31

Sandra Shepherd, 1987 02 02 to 1987 12 31

(h) That the effective dates of Beverley Rea's Maternal Leave of Absence, approved at the November Meeting be changed to 1986 12 15 to 1987 04 10.

(i) That the request of Judy Lampman for an extension of her Parental Leave of Absence, effective 1987 01 01 to 1987 08 31, be granted.

(j) That the resignation of John Thachuk, who is retiring on superannuation, effective 1987 01 31, be accepted with regret, and that he be considered for gratuity in accordance with the Board's plan.

(k) That the following trips be approved:

(i) Albion, Grades 9-12, French. Paris, France, 1987 03 11-21 (Wednesday to Saturday) or 1987 03 16-25 (Monday to Wednesday)

(ii) Barton, Gifted Programme, Upper Canada College, 1987 02 21-22 (Saturday to Sunday)

(iii) Glendale, Grade 13 History, Washington/Gettysburg, 1987 04 22-25 (Wednesday to Saturday)

(iv) Sherwood, Grades 11-13 from 8 schools, London, England, 1987 03 12-21 (Thursday to Sunday)

(v) Westdale, Grade 13, Washington, D.C., 1987 04 30-05 04, (Thursday to Monday)

(vi) Westdale, Grades 9-13 Music, New Jersey, 1987 04 29-05 02 (Wednesday to Saturday)

(vii) Bennetto, Grades 6-8, Outdoor Education, Camp Wanakita, 1987 01 14-16 (Wednesday to Friday)

Superintendent of Curriculum & Special Services

That, in cooperation with the Wentworth County Board of Education and the Hamilton-Wentworth Roman Catholic Separate School Board, the Hamilton Board of Education's portion of the grant application in the amount of $15,000 per year for two years to employ two labour market advisors under the Ministry of Education's "Ties to Business and Industry Incentive Fund", at a cost of $5,000 per year to the Hamilton Board, be approved.

REQUEST RE: "FOUR OVER FIVE" PLAN

(a) That approval be granted for the request of Sheila MacLeod to change the date of her Leave of Absence under the Salary Holdback Plan ("4 Over 5") of the Secondary School Collective Agreement from the first semester of the 1986-1987 school to the first semester of the 1990-1991 school year, effective 1990 09 01 to 1991 01 31.

1987 01 06

The Chairman & Members
Education Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: THE CHILDREN'S INTERNATIONAL CENTRE SPONSORED BY THE HAMILTON BRANCH OF THE UNITIED NATIONS ASSOCIATION IN CANADA

History of the Centre

The concept of a children's centre first developed in New York City in the mid-1960's when an information centre on children's cultures was founded. Its success was reported in an issue of "UNICEF News" and a group of Hamilton people picked up the idea.

They began a collection of children's books, toys, games, costumes, handicrafts, etc. from all over the world, first housed in a room in a member's home, from which tours of the collection to schools were organized.

The collection soon became too large to take on tour and a large room in the MacNab Steet YWCA was rented on a seasonal basis for displays to which school classes were invited.

In 1972, official approval from the Director of The Board of Education for the City of Hamilton was given for schools to visit the displays and since then, an average of 200 of our classes annually have visited the displays at a modest admission rate.

In 1986, we received a request for financial support from the Centre and a Grant of $6,000.00 was approved. We have again received a request for support. (See Appendix 'C').

The Objectives of the Centre

To provide dynamic teaching programmes which encourage in children an awareness of our world community and develop attitudes of friendship and respect for children of different racial, religious, and national backgrounds.

The Programme

The programmes offered are varied and augment and enrich Science, Social Studies, Environmental Studies, Music and Visual Arts curricula in the Primary and Junior Division. Further, there is now in place a mechanism whereby the Centre and our Primary/Junior Department can work together to ensure that the Children's Centre experiences support Hamilton's curriculum. Teachers and consultants are enthusiastic about the stimulating experiences provided by the Centre.

It is also worthy of note, that at a time when Canada's multi-ethnic/multi-racial fabric continues to diversify, many of the Centre's programmes focus on increasing knowledge and understanding of the culture of new Canadians whose roots are in a variety of American, European, Asian and third world countries.

A typical year's program (Appendix A) is attached for your information.

The Financial Situation

The Children's Centre is dependent upon grants, donations and admission fees to meet its expenses. Many volunteers assist in the preparation of displays and class instruction.

Its major expenses include salaries approximating $36,000.00 per year, and rent. (Appendix B)

The Hamilton Branch of The United Nations in Canada is at this time requesting support of the Board of Education.

It is, therefore, respectfully recommended:

Recommendation:

That $6,000.00 be paid to The Children's International Centre for the calendar year 1987-88 on the understanding that students of this Board scheduled to visit the Centre will be admitted free of charge.

Prepared and Submitted by:

C. G. W. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

The Children's International Centre

75 MacNAB STREET SOUTH, HAMILTON, ONTARIO L8P 3C1 - TEL: 529-8813

OBJECTIVES are to provide dynamic teaching programs which encourage in children an awareness of our world community and develop attitudes of friendship and respect for children of different racial, religious, and national backgrounds.

1986-87 SCHEDULE OF TOURS FOR SCHOOLS

ALL ABOUT US:

WEDNESDAY, OCTOBER 1 TO THURSDAY, NOVEMBER 6, 1986

The needs of children everywhere are basic. Children will examine their own needs for identity, food, shelter, love, medical care and education. This program offers an opportunity to discover by means of models, artifacts, toys, games and other visual materials how these basic needs are met in other parts of the world.

(recommended for Grades 3 - 6)

CHRISTMAS AROUND THE WORLD:

MONDAY, NOVEMBER 17 TO FRIDAY, DECEMBER 12, 1986

Do you know that many of our Christmas traditions in Canada have come from other countries? We share many of our customs, stories and carols with people from other lands. Through this program you will rediscover some traditions and learn about new ones. We will remember the message of the first Christmas "joy and peace to the world."

(recommended for Grades 2 - 6)

TIMES CHANGE (THE PAST AND PRESENT IN CANADA AND CHINA) -

TUESDAY, JANUARY 13 TO THURSDAY, MARCH 12, 1987

China is no longer a far away and mysterious nation but Canada's friendly neighbour on the other side of the Pacific. Boys and girls will discover that children in both countries have much in common and also many interesting differences.

(recommended for Grades 3 - 6)

THE WORLD'S COOKS AND KITCHENS:

TUESDAY, MARCH 24 TO THURSDAY, APRIL 23, 1987

Bread is the Staff of Life - Let's have a party - Choosing your dinner.....

These are the themes for our new program on nutrition and eating habits of different cultures. Share in the ways and means of preparing the rich variety of foods available throughout the world.

(recommended for Grades 2 - 6)

TREES & OUR WORLD:

TUESDAY, MAY 5 TO THURSDAY, JUNE 11, 1987

Many people all over the world live in villages that have been built largely from the natural resources found nearby. Most people would not have the opportunity to start from scratch when improving their village, but our program will stimulate children to think about what would be needed to build their village and make it a happy place to live. The village will be 'built' in a forested area of Africa using as many natural resources as possible. Children will investigate: (i) what trees do, (ii) what trees provide, (iii) how trees protect, (iv) without trees what happens to the land.

(recommended for Grades 3 - 6)

UNITED NATIONS ASSOCIATION IN CANADA
Hamilton Branch
CHILDREN'S INTERNATIONAL CENTRE

STATEMENT OF RECEIPTS AND DISBURSEMENTS
GENERAL FUND

	ACTUAL 3/31/85	FORECAST 3/31/86	FORECAST 3/31/87
RECEIPTS:			
Grants			
Canadian International Development Agency [CIDA]	$12,000	$12,000	$13,500
Regional Municipality of Hamilton-Wentworth	3,330	3,500	3,700
United Nations Association - Hamilton Branch	1,500	1,500	2,000
- Central Office	-	-	-
Provincial Youth Employment Grant	-	9,464	9,500
*Donations by Individuals, Foundations and Corporations	4,625	5,000	6,000
Other:			
Canadian Family Book Sales	3,006	3,000	3,000
Voluntary Admissions to Children's Centre	1,052	2,000	2,500
Donations in Kind	2,708	2,500	2,500
Child Sponsorhsip Program	1,000	800	800
Miscellaneous Income	345	* 1,900	-
TOTAL RECEIPTS	$29,566	$41,664	$43,500
DISBURSEMENTS:			
Salaries and Benefits	$20,091	$29,859	$27,000
Resource Material, Artifacts and Films	388	500	500
Youth Activities	2,708	2,500	2,500
Rent - Centre [Paid to 6/30/86]	6,336	-	6,716
- Office	562	640	691
Office Expense	1,734	1,700	1,700
Telephone	519	500	600
Insurance	602	650	700
Festival of Friends:	335	400	400
Canadian Family Book Promotion	-	-	-
Child Sponsorship Program	900	800	800
Mileage and Parking	-	250	500
Miscellaneous	269	100	100
TOTAL DISBURSEMENTS	$34,444	$37,899	$42,207
Net Receipts (disbursements) from operations	$[4,878]	$ 3,765	$ 1,293**
Transfer from Capital Fund	$ 7,000	$	$ -
Net Receipts (disbursements) for year	$ 2,122	$ 3,765	$ 1,293
Funds on hand (overdraft) beginning of year	$[2,180]	$ [58]	$ 3,707
Funds on hand at end of year	$ [58] **	$ 3,707	$ 5,000

*Donation in kind - more than 40 hrs./week per year as Volunteer Director $15,000 not include

Dec. 12/85

*Interest from Capital Fund. ** As soon as we are assured of a steady cash flow, we will try to replace in the Capital Fund the $7,000 transferred in the year ending March 31, 1985

UNITED NATIONS ASSOCIATION IN CANADA, HAMILTON AND DISTRICT BRANCH
CHILDREN'S INTERNATIONAL CENTRE
GENERAL FUND
STATEMENT OF RECEIPTS AND DISBURSEMENTS
YEAR ENDED MARCH 31, 1986

	1986	1985
Receipts		
Grants		
Canadian International Development Agency	$ 11,000	$ 12,000
Regional Municipality of Hamilton-Wentworth	3,500	3,330
United Nations Association in Canada Hamilton and District Branch	-	1,500
Youth Employment Assistance	8,658	-
Donations - general	5,005	4,625
- from U.N.A. members	2,650	-
Other		
Canadian family book sales	1,362	3,006
Admissions to children's centre		
- General	1,706	1,052
- Hamilton Board of Education	2,000	-
Donations in kind	3,791	2,708
Child sponsorship program	525	1,600
Miscellaneous income	267	345
	40,464	30,166
Disbursements		
Salary and benefits	24,745	20,007
Resource material, artifacts and films	781	388
Youth activities	5,470	2,708
Rent (including prepayment to June 30, 1987)	6,716	6,336
Rent office	590	562
Office expense	200	1,741
Telephone	491	482
Insurance	652	602
Festival of friends	-	335
Miscellaneous	404	293
Contribution toward International Youth Year	5,782	-
Canadian family book promotion	45	-
Child sponsorship program	525	900
	46,401	34,354
Net disbursements from operations	(5,937)	(4,188)
Hamilton Board of Education admissions for subsequent year	4,000	-
Transfer from capital fund	1,900	7,000
Net receipts (disbursements) for the year	(37)	2,812
Fund balance, beginning of year	632	(2,180)
Fund balance, end of year	$ 595	$ 632

The Children's International Centre

A Project of the
UNITED NATIONS ASSOCIATION in co-operation with UNICEF

75 MacNAB STREET SOUTH
HAMILTON, ONTARIO, CANADA
L8P 3C1
(416) 529-8813

December 11th, 1986.

Mr. C. G. W. McKague,
Superintendent of
Curriculum and Special Services,
Board of Education for the City of Hamilton,
P.O. Box 558,
Hamilton, Ontario.
L8N 3L1.

Re: 1986 Grant of $6,000 for Prepaid Admissions to The Children's International Centre.

Dear Clare:

I remember that it was your intention to review in December 1986 the decision of the Board to prepay admissions to the Children's International Centre. We believe that the teachers who have brought classes to the Centre this year have greatly appreciated the plan. It has certainly been a tremendous help to us! We hope that the Board will decide to continue its support in 1987. (Our audited statement for the year ending March 31st, 1986 is included for your information.)

I am enclosing a list of the schools which attended the C.I.C. in 1986. The numbers of requests for bookings by them was 169 from 38 schools for the five programs scheduled during 1986. As you know our costs have been increasing over the years and the admissions revenue represents only a small fraction of the amount necessary to run the Centre. Each child who comes receives a

12-14 page activity booklet on the theme of the program. The teacher's copy and appropriate teacher's notes are mailed about two weeks in advance of the class visit. Enclosed are copies of the children's booklets for the five 1986 programs. Our schedule of 5 programs till June 1987 is also enclosed with accompanying booklets. The October program is not finalized but Nov. - Dec. 1987 will focus on Christmas - "Joy to the World - Peace on Earth". The October 1987 program will recognize the need for homes and shelter. The booklet "Homes of Man" is enclosed.

I have also xeroxed a number of evaluation sheets which were returned to us by teachers from 23 schools who took their classes to 4 different programs at the Centre. These will give you an idea of the response by the children and the teachers. The responses ranged from good to excellent on the scale, with most responses excellent.

Thank you so much for your support and encouragement. Please let me know whether the information which I have provided is sufficient for your review. If it is not I shall do my best to provide answers to your questions. I hope that you will recommend that the Board continue to provide funds to the Centre in 1987.

Sincerely,

Sheila

Sheila Davies,
Director Children's International Centre.

SD/l
encl.

cc: Mr. Arnold Krever,
Director of Education,
Board of Education.

HAMILTON BOARD OF EDUCATION

169 CLASSES FROM THE FOLLOWING SCHOOLS REQUESTED VISITS IN 1986

Adelaide Hoodless
Buchanan Park
C. B. Sterling
Centennial
Central
Earl Kitchener
Fernwood Park
George R. Allan
Gibson
Glen Echo
Hampton Heights
Hess Street
Inverness
James MacDonald
King George School
Lake Avenue
Lisgar
Memorial
Mountview
Prince of Wales
Prince Philips
Queen Mary
Queen Victoria
R. A. Riddell
Richard Beasley
Ridgemount
Robert Land
Rosedale
Roxborough Park
Ryerson
Sanford Avenue
Seneca
Stinson
Strathcona
Thornbrae
Verne Ames
Viscount Montgomery
W. H. Ballard

1987 01 06

The Chairman & Members
Education Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: SECOND SEMESTER PLAYSCHOOL HILL PARK SECONDARY SCHOOL

Proposal

It is proposed that the sewing room at Hill Park (which is not being used second semester) be employed as a temporary playschool setting. (Feb 2, 1987 - June 26, 1987).

The goal of the playschool would be to afford students the opportunity to work with little children, in a more planned environment, towards parenting course objectives.

After an initial observation period of approximately two weeks the students would plan, organize and run the playschool.

Rationale

It has been well recognized in the city that in Family Studies the more direct the application of the learning, the better our courses seem to meet the needs of students. This proposal is reflecting current trends in Family Studies Education, and in Hamilton would be a slightly different approach to some of arrangements currently available in other schools.

The project will be evaluated in the early spring and no permanent renovations or equipment installations will be part of this beginning project.

Costs

The cost of the project will be in the toys and equipment required to set up for activities. The Family Studies Budget at the Education Centre contains a $2,000.00 amount which was added to set up pilot playschool project(s). This amount would be the required funds for set up.

Organization

The program would run from 9:00 a.m. to 11:30 a.m. Monday to Friday. During the morning Mrs. Warden, teacher of Family Studies, would have her grade 11 parenting class, either all or in part, in the room with the little children, depending on the activities. Since the program would not be licensed no support funding from the MInistry of Social Services would be available for this pilot project. We would also want to assess the project before asking for Ministry funding which would imply that the project would be a permanent one. Since no funding would be available, and the school should not have extra expense for the project, parents will pay fees for the morning. Fees would be kept as low as possible to cover operating costs, snacks, supplies, etc. only.

The fee being considered would be $60.00 per month full time, or $30.00 per month part time. The fee, then, would be $3.00 per morning per child. If there were then 18 little children in the program the fees collected for the month would be $1,080.00. We feel that since the fees are very low the program would be seen as valuable in the community.

The playschool is not daycare and therefore would not be affecting private enterprises in the area. Parents who require care for their children while they work would not find the mornings only timetable useful to their needs.

The fees would be collected by the playschool and deposited into a school account for payments.

There would be no fee for washroom renovations or fences for the pilot project. A washroom could be shared with the little children in a close by female student facility.

Staff

The playschool would need the assistance of a trained Early Childhood Education graduate. This qualification can be obtained at Mohawk College, Sheridan College, etc. This person would be qualified to run and administer the playschool at Hill Park with Mrs. Warden's help. Staffing throughout the morning is not a problem during the period Mrs. Warden has her parenting class. The other period will require that students, in pairs, assist with the program. This part of the playschool is similar to field placement out in the community, but in an in-house setting. The playschool could also be used by students in other grade levels. Payment for the assistant would be made from the parent fees.

The E.C.E. graduate would work the hours of 8:30 a.m. - 12:30 p.m. at approximately $7.50 per hour five days per week = $650.00 per month.

Finding a job in Early Childhood Education is very difficult and the Hill Park playschool would pay as well if not better than some jobs in community day care. We would then be filling a moral responsibility to improve the situation for child care workers. The rate of pay will be checked with Ms. Leslie Russell director of the Coalition of Day Care Workers in Hamilton. Shirley Wheeler (Ministry of Social Services) has also been contacted about the possible ramifications in the public sector of this pilot or later developments. The need for variety of available programs in the city is still far in excess of the actual number in existence.

School Support

The principal, Mr. Swan is in complete agreement with the project and will take an active role in evaluating the pilot project.

The initiation of the entire project is from the Hill Park Family Studies Department Head.

Future Possibilities

It would be a possibility, were the pilot successful, to consider a licensed day care at Hill Park. Hill Park is moving toward inclusion of adult students or assisting students with small children to continue their education. A licensed day care would be a significant addition to both Hill Park and a system service to learners. The "special" Day Care at Caledon is full, - it is expanding, hopefully, to include toddlers and preschoolers, but although this provision is welcomed there is a need to provide an opportunity for young women with babies to continue their education, both at the advanced and general

level. With that centre we are giving a message to students that they can continue schooling after their babies are born, only at the basic level. They don't need to wait two years for subsidized day care at locations other than the school. Since to receive mother's allowance the young woman must be out on her own, the alternatives are you are on your own with no emotional support or we will provide you with the opportunity to continue school". Larger numbers of young women are keeping their infants. There is still a discouraging number giving the child up to Children's Aid care at 16 - 24 months.

There is an Electrical Shop at the back of the school which would be available to house any possible future day care. The renovations necessary would be to remove the desks, and cover an electrical circuit metal box. Other renovations would be minimal as the room has many cupboards and shelves. It has a glassed in room at the back which, with one way mirror/glass film, would provide a perfect opportunity for observation.

Recommendation:

That Hill Park Secondary School be permitted to operate a Playschool on a pilot basis for the second semester of the 1986-87 academic year (Feb. 2, 1987 - June 26, 1987) on a fee-for-service arrangement and that the programme be evaluated in the spring of 1987 before any recommendation to continue is made.

Prepared by: F. Warden, Family Studies Teacher
B. Jazvac, Family Studies Supervisor

Submitted by: C. G. W. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

A G E N D A

EDUCATION MANAGEMENT COMMITTEE

1987 02 03

Confirmation of the minutes of the last regular and special meetings of 1987 01 07, 1987 01 13 and 1987 01 15.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: Co-Operative Education - Progress Report - Mall Project - **page 1.**

NEW BUSINESS:

1. Report of the Task Force re: Smoking in the Work Place - **pages 2-10.**

2. Program for the Creative and Performing Arts - **pages 11-25.**

3. Technological Showcase - **pages 26-29.**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education - **pages 30-32.**

2. Request re: "4 Over 5" Plan - Douglas Hampson - request to change date - **page 33.**

3. Presentation from L. Woolvett - East Hamilton Optimists - re: "Just Say No" Project.

4. Expansion of the Writing to Read Program - **pages 34-35.**

To The Chairman & Members
The Education Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: THE LIMERIDGE MALL MARKETING CO-OP PROGRAM

It was mid-June, 1986 before we were informed that our grant application for the Limeridge Mall Marketing Co-op Program was approved. A teacher/co-ordinator was then selected in short order and she immediately contacted every principal, vice-principal, guidance head, business head, marketing teacher and co-op teacher in the system informing them of the program and requesting their help in recruiting students for the program. She received the names of 13 potential applicants and she met with them and their parents before the end of June.

On September 2, 1986, 12 students enrolled in the program. Schools represented were: Sir Winston Churchill, Westmount, Hill Park, Delta and Barton. Currently, there are ten students in the program - one was terminated (attendance problem), and another already a Grade 12 graduate, obtained full time employment.

Nine of the ten students currently in the program, have been hired by their employer for evening and Saturday employment. Their employers report that they are very pleased with the program and the students' performance. Both teachers have witnessed a great deal of personal growth on the part of each student particularly in the area of responsibility, attitudinal changes and taking charge of their own lives.

A marketing teacher from Hill Park teaches the class for period one each day (half of the morning). The teacher co-ordinator teaches the second half of the morning and then supervises the work-placements during the afternoon. Besides the recruitment and public-relations functions mentioned above, the teacher co-ordinator visits each student in the workplace once every three weeks (earlier, once every two weeks). Depending on the need, the visit in the workplace can take from 30 minutes to 3 - 4 hours if there is a problem or concern.

Recruitment for the second semester began in mid-October. The teacher co-ordinator went to secondary school Marketing class and gave a 30-45 minute presentation, including slides, on the program. Formal presentations on the program were made to all Guidance Heads, Business Education Heads, all Co-operative Education teacher/monitors and the staff of Hill Park.

Effective January 2, 1987, 22 students had applied for the program for second semester. To date 17 students have been processed and selected. Five students have withdrawn their application forms. Reasons given for withdrawal included:

1. must remain in home school to complete graduation requirements
2. moved out of town
3. have decided to take program in September of 1987.

Schools represented for second semester are: Westdale Hill Park, Westmount, Barton, Sir John A. MacDonald, Glendale, Caledon and Sir Winston Churchill.

RECOMMENDATION:

THAT THIS REPORT BE RECEIVED FOR INFORMATION.

Prepared by: Paula Pakozdy, Teacher Co-ordinator
C. G. W. McKague, Superintendent of Curriculum & Special Services

Submitted by: C. G. W. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

REPORT OF THE

TASK FORCE RE SMOKING IN THE WORK PLACE

Present: Trustee Hicks (Chairman);
Trustee Van Horne; Mrs. Cardwell (Non-union Clerical);
Miss Howard (OPEIU), Messrs. Brownridge, (C.U.P.E. Local 1344),
Gauldie, (O.S.S.T.F.), Ende (H.T.F.) and Dr. Zizzo (Board Doctor)

Also Present: Ms. Kim Blizzard (Representative of Student Council Presidents)

Officials Present: Mr. Owen Jackson (Supervisor, Research Services)
Mrs. L. Slade (Business Official)
Mr. M. Eedson (Administrative Assistant - Superintendent of Operations)

The Committee recommeds:

GENERAL

(a) That, effective January 1, 1988, smoking in all Hamilton Board of Education buildings be totally banned with the exception of designated outside smoking areas and further that in January, 1989, smoking be banned on all Hamilton Board of Education property.

Resepectfully submitted,

Mr. Wes Hicks,

Chairman.

Committee Room,
1987 01 21.

HAMILTON TEACHERS' FEDERATION
180 Grant Avenue, Hamilton, Ontario L8N 2Y1 529-1634

1987 01 20

Mr. Wes Hicks
Trustee, Ward Eight
Task Force re Smoking in the Work Place
Hamilton Board of Education
The Education Centre
P. O. Box 558
Hamilton, Ontario
L8N 3L1

Dear Wes:

At the regular monthly meeting of the HTF Assembly, on 1987 01 14, the following resolution was approved, following a month´s notice to the schools:

> **"that it be the policy of HTF that smoking in elementary schools be restricted to designated smoking areas, with due regard to the provision of positive ventilation to the outdoors, and to the provision of smoke-free work and rest areas for non-smokers."**

I am personally pleased with this resolution, in that while it is a step towards the goal of a completely smoke-free work environment, it shows a measure of sensitivity to individual freedoms. Needless to say, there were some individuals who took exception to even this step.

Sincerely yours,

Rein Ende, Secretary
Hamilton Teachers´ Federation

The Hamilton Secondary School Student Council Presidents recommend a total ban on smoking within the school building. This ban should include students, teachers and custodians. We see students smoking in washrooms as a serious problem so a ban on smoking in the building would have to be strictly enforced. We also recommend the designation of a smoking area outside the school building yet on school property for those who still wish to smoke.

Copy of attached written letter

January 7, 1987.

Dear Cam:

Please consider the following input for the Task Force on Smoking Policy.

As a physical and health educator and a proponent of the wellness concept, I have had considerable concern for past policies, or lack of same regarding smoking in our schools and places of employment.

If we are to promote healthy lifestyles and provide models for the same, smoking does not have a place in our system. Not only does it affect the smoker directly but it also has a direct effect on the neighbouring non-smoker. The negative health effects are proven for both parties.

I do believe the schools and school grounds, from the student point of view, should be designated as non-smoking areas. To establish a designated smoking area is simply to condone the activity.

I do believe that it might be detrimental to the emotional and mental health of some staff members if they were forced to live out their workdays in a smoke free environment. For those adult staff who feel they must smoke, there should be a separate smoking room set aside.

The Education Centre is an open workplace. Any smoking influences others. A designated room/office should be set aside on each floor for the use of smokers.

Thanks.

January 7, 1957

Dear Con

I have received the letter sent for the task force on smoking & health.

As a physical health educator and a proponent of the rehabilitation movement I have had considerable concern for past policies, or lack of them, regarding smoking in the schools and places of employment.

If we are to promote healthy lifestyle, we cannot condone the same unhealthy habits that have a place in our system. Not only does it affect the smoker directly but it also has a direct effect on the non-smoker. The negative health effects are numerous both positive.

I do believe the schools and school grounds, from the student point of view, should be designated as non-smoking areas. To establish a designated smoking area would imply to condone the activity.

I do believe that it would be detrimental to the emotional and mental health of some staff members if they were forced to live out their weekdays in another environment. For there would they not feel they must smoke where should be a separate smoking area set aside.

The Canadian Cancer Society in our open workplace has no objections either. A designated non-office building would be ideal with fines for the use of smokers.

Yours

Health and Welfare Canada; National Health Research
and Development Programme
Project 6606-2107-53

Ontario Ministry of Health; Policy Development
and Research Branch
Public Health Grant CHS-R64 (00672)

Ontario Ministry of the Environment
Policy and Planning Branch
Research Project # 119 PL

ROLE OF ENVIRONMENTAL FACTORS IN THE DEVELOPMENT OF CHRONIC LUNG DISEASE IN SMOKING AND NON-SMOKING ADOLESCENTS

FINAL REPORT
NOVEMBER 30, 1986

SUBMITTED BY:

A.T.Kerigan and L.D.Pengelly
Department of Medicine

and

C.H.Goldsmith
Department of Clinical Epidemiology and Biostatistics

McMaster University,
Hamilton, Ontario
CANADA

EXECUTIVE SUMMARY

The Urban Air Environment Group, Department of Medicine, McMaster University, has completed two studies of respiratory health in a cohort of over 3200 Hamilton adolescents, the first beginning in 1978. In the report to our sponsoring agencies (Health and Welfare Canada, and the Ontario Ministries of Health, and Environment) we concluded after the first three-year study that smoking by the mother in the home, and hospitalization in infancy with respiratory disease were associated with increased symptoms of chronic lung disease, and measurable changes in lung function indicative of increased airflow obstruction. Air Pollution, as assessed by exposure to suspended particles, showed little or no effects on respiratory symptoms, and only slight effects on lung function.

PURPOSE

The purpose of the second study, the subject of this Report, was to examine the role of environmental factors and their interaction with the onset of smoking, in the development of chronic lung disease in adolescence.

In this study, we followed children from the same cohort, completing measurements on them once in 1983-4, and again in 1985-6. For reasons associated with early termination of funding, only the 1983-4 data have been analysed: these were gathered in what we call "Period IV".

We examined three classes of factors which might predispose adolescents to demonstrate early signs of chronic lung disease:

i) Respiratory morbidity before the onset of smoking;

ii) Environmental factors before the onset of smoking;

iii) Interaction of environmental factors concurrent with smoking.

RESULTS

i) "Wheeze" and "cough" in females, and "asthma" and "cough" in males, determined at the time of the first study, predisposed them to show early signs of chronic lung disease, as reflected by a decrease in lung function measured in Period IV. Even when adjusted for height, the best predictor of lung function in adolescence was the same variable measured several years previously. This supports the view that a child with "low" lung function at age 10 will have "low" lung function at age 13.

ii) Maternal smoking during the time of the first study was associated with a decrease (in Period IV) in the most commonly

used index of lung obstruction (FEV1/FVC) in males, but not females. There was only slight evidence of an effect of early exposure to air pollution variables (particle size and concentration, and sulphur dioxide). We found that exposure to suspended particles was associated with an increase in one variable indicative of mild airflow obstruction, and only in females. No other environmental factors measured in the first study was associated with any decrease in lung function in the current study. It must be noted, however, that some strong positive associations were found between air pollution and lung function variables, especially with fine particles and sulphur dioxide in males. We propose to investigate this anomalous finding further, if we can find suitable funding.

iii) Rates of self-reported smoking found in this study were higher than those recently reported, and rates in females were approximately twice that reported in males: for example, in 16-year olds, 50% of females were regular smokers, as compared to 25% of males. Self-reported smoking in Period IV was associated with increased lung obstruction, but only in females. Strong interactions were found in Period IV between self-smoking and wheezing in females, and self-smoking and cough in males. Only one air pollution measure from Period IV (suspended particles) was associated with a decrease in Period IV lung function in females, and it was the same one as had been observed in (ii) above. Positive associations between air pollution and respiratory health variables in males were found in the Period IV data similar to those described in (ii) above.

CONCLUSION

Prevalence of smoking in the early teens, particularly in girls, was found to be much higher than previously reported. Early respiratory morbidity, smoking by the mother, and current self-reported smoking can be shown to be associated with early signs of chronic lung disease in adolescents. On the other hand, we have little evidence that air pollution at the levels observed during the time of our study in Hamilton had any influence on the development of chronic lung disease.

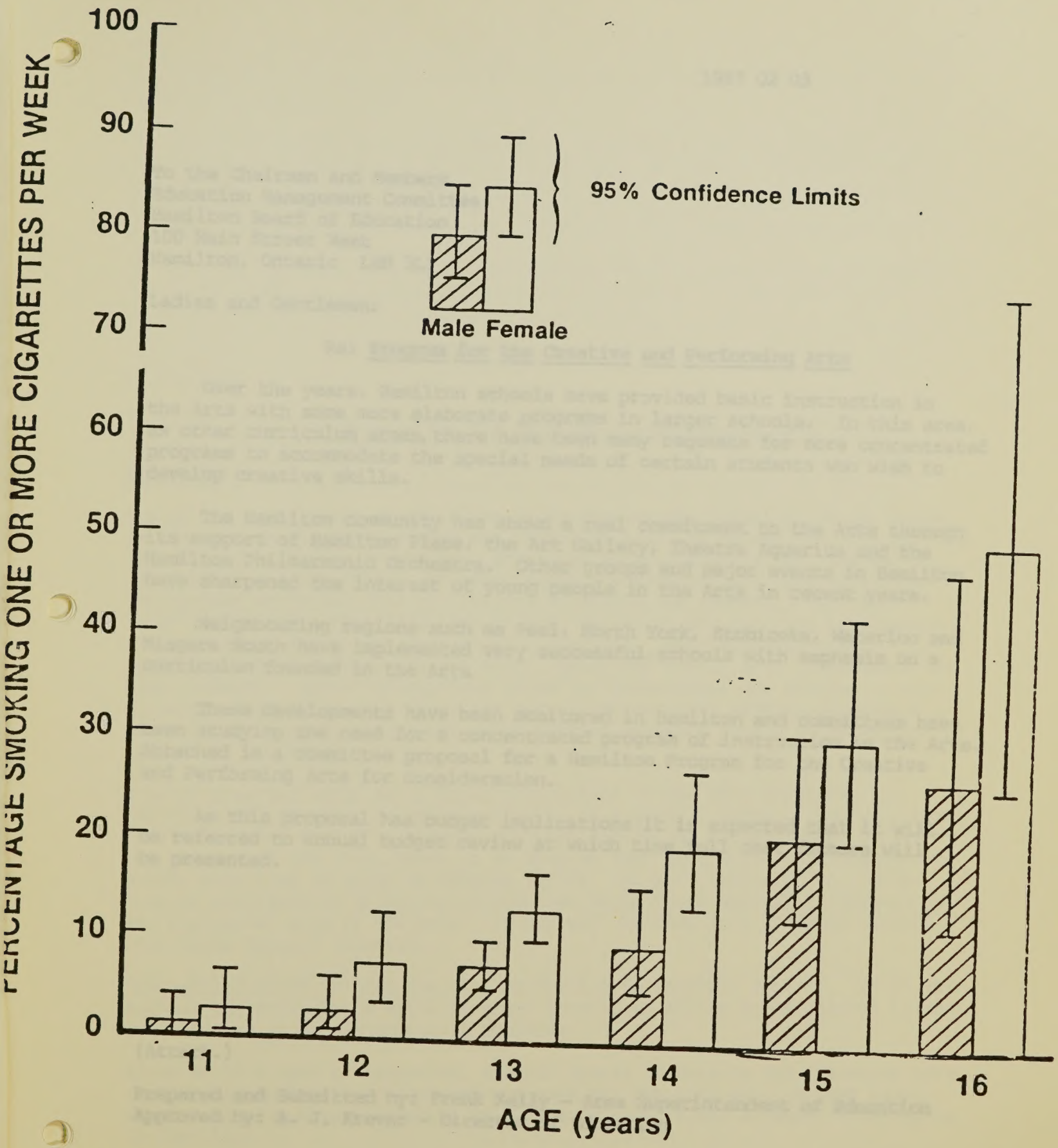


Figure 4.1.1 Prevalence of Smoking as a Function of Age in Period IV

1987 02 03

To the Chairman and Members
Education Management Committee
Hamilton Board of Education
100 Main Street West
Hamilton, Ontario L8N 3L1

Ladies and Gentlemen:

Re: **Program for the Creative and Performing Arts**

Over the years, Hamilton schools have provided basic instruction in the Arts with some more elaborate programs in larger schools. In this area, as other curriculum areas, there have been many requests for more concentrated programs to accommodate the special needs of certain students who wish to develop creative skills.

The Hamilton community has shown a real commitment to the Arts through its support of Hamilton Place, the Art Gallery, Theatre Aquarius and the Hamilton Philharmonic Orchestra. Other groups and major events in Hamilton have sharpened the interest of young people in the Arts in recent years.

Neighbouring regions such as Peel, North York, Etobicoke, Waterloo and Niagara South have implemented very successful schools with emphasis on a curriculum founded in the Arts

These developments have been monitored in Hamilton and committees have been studying the need for a concentrated program of instruction in the Arts. Attached is a committee proposal for a Hamilton Program for the Creative and Performing Arts for consideration.

As this proposal has budget implications it is expected that it will be referred to annual budget review at which time full cost factors will be presented.

(Attach.)

Prepared and Submitted by: Frank Kelly - Area Superintendent of Education
Approved by: A. J. Krever - Director of Education

Program for the Creative and Performing Arts

Rationale:

One of the major goals of education is to develop the potential of our human resources - the students within our school system. To accomplish this goal, a system must stimulate creativity, encourage human communication, sponsor originality and discipline and aid students to discover and test skills and involvement which may lead to lifelong interests and careers. Hamilton schools have had a long tradition of very effective and exciting involvement with the arts, and these programs will continue. Both elementary and secondary schools provide strong music, drama and visual arts involvement for many students. Annual productions allow for performance and display in most schools. Across the city there are many talented staff members who devote hours to extra-curricular clubs which provide students with a forum to develop talents in the arts.

Regular programs allow for a basic instruction in the arts and serve to introduce all students to this curriculum in a general manner. However, the problem remains that if a student displays particular enthusiasm or talent in one or more of the arts, there is no program that will allow that student to devote more time to study or develop skills. As well, there is no cluster program available to allow for interaction among those wanting to advance in any particular area of the Arts. It may well be that only a few per school have these special interests.

Specialized staff talents are also restricted to specific schools. In an area such as the arts, there would be great benefit in making these special talents available to as many students as possible.

Based on this type of reasoning, several boards in Ontario and elsewhere have studied and implemented clustered programs for the arts and, in some cases, schools for the Arts. Interest in such a project is not a recent development in Hamilton.

This proposal describes a program for the Creative and Performing Arts to begin in September of 1987.

The committee struck to examine the issue comprises a wide representation of our system - elementary and secondary, teachers, principals and curriculum supervisors. Programs from other boards have been studied, input has been sought from the community and professionals in Hamilton. Other current proposals and priorities within our system have been carefully considered.

In light of the above, the committee believes that indicated need plus present resources underscore the advisability and feasibility of implementing a Creative and Performing Arts program at this time.

Background:

A proposal to consider a School for the Performing Arts in Hamilton was initially included in the report of the Director's Secondary School Study Committee in 1982 and was further addressed in a report by the curriculum supervisors entitled Quality Education and Declining Enrolment in 1983.

Early in 1983, the Director asked the English Department to prepare a feasibility study. That report looked at the philosophy of Arts Education, the climate for the arts in this community, the student population served, the resources available to the Board, the demonstrated need for such a program, and the effects of such a program on existing schools.

In May of 1983, a full committee was struck to continue study as part of the Specialized and Innovative Programming Committee.

That group submitted their report in November of 1983 with a clear indication that further study was needed and with a recommendation that a committee member be seconded from present duties for half of the 1983-84 school year. The report also set out the parameters of the study needed to establish a Hamilton school. When the report was received in November of 1983, major recommendations were not seen as feasible.

Since 1983-84, it has become evident that existing programs in other boards are flourishing and providing a valuable educational opportunity for students. Still more boards are planning to implement Arts programs in the near future.

Thus, a task force was struck in the fall of 1986 to examine the issue and make recommendations at this time.

Philosophy:

The program for the Creative and Performing Arts in Hamilton is based on the belief that students will best achieve the recognition and refinement of their inherent talents and skills in a program specifically designed to address those abilities. In addition, a program rooted in the Arts provides a learning environment which encourages significant growth in cognitive and

affective areas extending far beyond the disciplines of the Arts alone. Such growth contributes a positive effect upon the student's overall maturation and self-fulfillment.

Given this statement of philosophy, the program will strive toward the attainment of the specific goals which follow.

Goals:

To provide a unique educational experience which will successfully integrate the Arts and other academic studies.

To create a daily atmosphere of intellectual, creative and artistic activity demanding self-discipline, co-operation and dedication to the pursuit of excellence in the Arts and other disciplines.

To nourish a love for learning and an enjoyment of the Arts which will, whether or not the student pursues artistic and creative work beyond formal schooling, enrich the rest of his or her life socially, intellectually and culturally.

Description of the Program:

It is recommended that the Hamilton program for the Creative and Performing Arts be established as a program for students of Grades 7, 8, 9 and 10 as follows:

Elementary:

In September of 1987, the program will begin with an elementary offering providing a six-week concentration in Music, Drama, Dance and Visual Arts for sixty students of Grades 7 and 8. This six-week program will be repeated during the first half of the school year with a second group of sixty students. The elementary program is outlined in Appendix "A" including specifics on staffing, numbers and rationale.

Secondary:

In February of 1988, the secondary program will begin with eighty students from Grades 9 and 10. Each student may take a maximum of three Arts credits in a four-credit timetable. The fourth credit will be taken from the secondary composite offerings.

The secondary program will be phased in over three years beginning with concentration on Drama and Music and after 1990 providing for emphasis on Dance and Visual Arts as well.

In Appendix "B" there is an outline of course offerings and course descriptions within the secondary program.

effective areas extending far beyond the disciplines of the Arts alone. Such growth contributes a positive effect upon the student's overall motivation and self-fulfillment.

Given this statement of philosophy, the program will strive toward the attainment of the specific goals which follow.

Goals:

To provide a unique educational experience which will successfully integrate the Arts and other academic studies.

To create a daily atmosphere of intellectual, creative and artistic activity demanding self-discipline, co-operation and dedication to the pursuit of excellence in the Arts and other disciplines.

To nourish a love for learning and an awareness of the Arts which will, whether or not the student pursues artistic and creative work beyond formal schooling, enrich the rest of his or her life socially, intellectually and aesthetically.

Description of the Program:

It is recommended that the Haliton program for the Creative and Performing Arts be established as a program for students at grades 7, 8, 9 and 10 as follows:

Elementary:

In September of 1987, the program will begin with an elementary offering providing a six-week concentration in Music, Drama, Dance and Visual Arts for sixty students of Grades 7 and 8. This six-week course will be repeated during the first half of the school year with a second group of sixty students. The elementary program is modified in keeping "at" indicating specifics on starting, ending and rationale.

Secondary:

In February of 1988, the secondary program will begin with eighty students from Grades 9 and 10. Each student may take a maximum of three Arts courses in a four-credit timetable. The fourth credit will be taken from the secondary composite offerings.

The secondary program will be phased in over three years beginning with concentration on Drama and Music and after 1990 providing for emphasis on Dance and Visual Arts as well.

In Appendix "B" there is an outline of course offerings and course descriptions within the secondary program.

Staffing:

As described in the Appendices, the elementary component will be staffed by withdrawing teachers on a temporary basis to contribute their special skill to the program.

The secondary component will be staffed on a full semester basis. Teachers of disciplines within the arts across the city will have the opportunity to apply for positions in this program. In order to maximumize the input to the program, all appointments will be temporary for teaching positions.

As well as certificated teaching staff, it is proposed that special professional talent be employed on a part-time basis. A full-time co-ordinator will be in charge of the Arts program. A role description for the co-ordinator can be found in Appendix "C", attached.

Location of the Program:

The committee studied city sites and has concluded that the best location currently available is Sherwood Heights Elementary School. The proximity to Sherwood Secondary allows for interaction with the secondary facility. If necesary, Sherwood Secondary School could house this program.

Cost of the Program:

The business officials have prepared an outline of the costs of this proposal. The total for the first full year of operation is approximately $400,000 and the cost of operation in 1987 is $192,000.

Student Entry to the Program:

Applications from elementary and secondary students will be collected and reviewed. A procedure for admission is under discussion. It may include recommendation from the home school and some form of interview.

Emphasis at the secondary level will be placed on maintaining diploma requirements in the home school ensuring that no compulsory credits are jeopardized.

A procedure will be established to deal with applications of students from other local boards of education.

Program Evaluation:

Since this program has a developing nature, there will be ongoing evaluation with reports to the Board of Education at each stage.

Summary of Recommendations:

1. That a program for the Creative and Performing Arts be established in Hamilton in September of 1987.

2. That this program be initiated for Grades 7, 8, 9 and 10.

3. That the Arts program be located at Sherwood Heights School or Sherwood Secondary School.

Prepared and Submitted by: F. Kelly, Area Superintendent of Education

Approved by: A. J. Krever, Director of Education and Secretary of the Board

Appendix "A"

Proposed Special Program in the Arts
Elementary Component

Location	- Sherwood Heights (Sherwood)
Grade Level	- Students from Grades 7 and 8 across the city.
Duration	- Students to attend full day. - Two six-week sessions to be held in the period between early September and the Christmas break.
Numbers	- Each six-week session to accommodate sixty students comprising both grade levels. - Two six-week sessions would enable a total of 120 students from Grades 7 and 8 to participate.
Staffing	- One full-time co-ordinator to administer the program on a full-year basis in both the elementary and secondary components. - One Music teacher for each six-week session. - One Visual Arts teacher for each six-week session. - One Drama teacher for each six-week session. - One Dance instructor for each six-week session. - One core teacher for each six-week session - to act as a resource person and to co-ordinate and direct individualized mathematics units and french instruction for students during the six-week period. - In addition, secretarial assistance would be needed, perhaps in co-operation with Sherwood Secondary School. - In addition, two lunchroom supervisors would be necessary for each of the six-week sessions.
Program	- Designed primarily to be an introductory enrichment experience for those students at the Grade 7 and 8 level with special interest in the Arts. - Curriculum to be designed to, as far as possible, integrate the Arts. - To have students continue their Math and French studies for the six-week period via individualized programs. - To integrate, where possible, elements of History and French into the Arts experience.

Proposed Special Program in the Arts
Elementary Component

Location	• Sherwood Heights (Innercity)
Grade Level	• Students from Grades 7 and 8 across the city.
Duration	• Students to attend full day. • Two six-week sessions to be held in the spring session early September and the September break.
Members	• Each six-week session to accommodate sixty students representing both sexes. • Two six-week sessions within a total of 120 students from Grades 7 and 8 to participate.
Staffing	• One full-time co-ordinator to administer the program for a full-year basis in both the elementary and secondary components. • One music teacher for each six-week session. • One visual arts teacher for each six-week session. • One drama teacher for each six-week session. • One dance instructor for each six-week session. • One core teacher for each six-week session - to act as a resource person and to co-ordinate and direct individual enrichment units and provide instruction for students during the six-week period. • In addition, secretarial assistance would be needed, helping to co-operation with Sherwood Secondary School. • In addition, two innercity supervisors would be necessary for each of the six-week sessions.
Program	• Designed primarily to be an introductory experience for these students as the session 7 and 8 level with special interest in the Arts. • Curriculum to be designed to, as far as possible, incorporate the Arts. • To have students continue their Math and French studies for the six-week period via individualized programs. • To introduce, where possible, elements of history and French into the Arts experiences.

Program (Continued)	- All students to take all of the following Arts areas during the six-week immersion: . Vocal Music . Instrumental Music . Dance . Drama . Visual Arts . plus Mathematics and French
Rationale	- Six weeks seems a reasonable time period for a concentrated area of study for this age group. - To allow students to return to their home schools for the major portion of the year and to contribute through their experience and abilities. - The period prior to Christmas has generally better weather conditions for younger students travelling from their home areas. - To allow students of this age group a broad-based experience in the arts with integration wherever possible. - To allow staff with special abilities and interests in the Arts an opportunity for professional growth and development.

Program (Continued)	- All students in Level III of the following Area Work during the Air-Week Immersion: . Texas Music . Industrial Music . Dance . Drama . Visual Arts . Plus Mathematics and French
Objective	- Six weeks earns a maximum in class period for a concentration area or elsewhere for this one period. - To allow students to return to their home schools for the major portion of the year and to continue through their exploration and activities. - The period option in Christmas has generally better weather conditions for younger students travelling from their home areas. - To allow students of this age group a broad-based experience in the arts with integration wherever possible. - To allow staff with special activities and interests in the arts an opportunity for professional growth and development.

Proposed Curriculum Model for the Arts Program (Secondary) at Sherwood Heights

This model is based on the following premises:

- Any program for the Arts (secondary) should be an independent facility but must be associated with a nearby composite secondary school to allow students to carry on with regular academic programs.

- The Arts program, initially at least, should not force a student out of his/her neighbourhood secondary school or out of any Arts courses currently offered at his/her neighbourhood secondary school.

- Arts program course offerings should be at the advanced level, and of a practical and enrichment nature.

- All composite secondary schools currently have course offerings at the Grade 9-10 level in Music at the advanced level, and Visual Arts at the general level, but no offerings at all in Drama or Dance. Thus, the numbers and types of courses in Drama/Dance offered in the program may differ significantly from those of Music. Because of the nature of advanced level Visual Arts courses in Grades 9-10, the introduction of these in the Arts program will incur significant costs for equipment, supplies and facilities. The same is true of Dance. Therefore, these courses should be introduced only once the Arts program is established and the financing is available.

- All Arts program courses should integrate all the Arts as much as possible, especially any enrichment courses.

- Students attending the Arts program must major in one of the Arts.

- Arts program offerings must allow students to move freely between the Arts program and the composite schools.

A. Requirements:

- Students in Grades 9-10 may take two academic credits, maximum, and three Arts credits, maximum.

- Students must take four credits during the semester.

- Students must major in either Drama or Music in 1987-90.

- Students may attend only one semester per school year.

B. Possible Arts Program Syllabus (Secondary) - 1987-88 (semester 2)

E = Practical Enrichment
* To be offered at Sherwood Secondary School

Major	Grade 9	Grade 10
Drama	Compulsory: ADA 1A ADA 1A(E) Optional: AMV 1A	
Music	Compulsory: AMU 1A* AMV 1A Optional: AMU 1A(E) ADA 1A(E) (open to Grade 9 or 10 students)	Compulsory: AMU 2A* AMV 1A Optional: AMU 2A(E) AMU 1A(E) ADA 1A(E)

Projected Offerings - 1988-89 (full year)

Drama	Compulsory: ADA 1A ADA 1A(E) Optional: AMV 1A(E) Dance 1A	Compulsory: ADA 2A ADA 2A(E) Optional: AMV 1A(E) Dance 1A
Music	Compulsory: AMU 1A* AMV 1A Optional: AMU 1A(E) AMV 1A(E) ADA 1A(E) Dance 1A	Compulsory: AMU 2A* AMV 2A Optional: AMU 1A(E) AMU 2A(E) AMV 1A(E) AMV 2A(E) ADA 2A(E) ADA 1A(E) Dance 1A

3. Montgomery Area Program Syllabus (Secondary) - 1977-78 (semester 2)

E = Practical Enrichment
* To be offered at Sherwood Secondary School

Major	Grade 9	Grade 10
Drama	Compulsory: ADA 1A ADA 1A(E) Optional: ADV 1A	
Music	Compulsory: ADM 1A* ADV 1A Optional: ADM 1A(E) ADA 1A(E) (open to Grade 8 or 10 students)	Compulsory: ADM 2A* ADV 2A Optional: ADM 2A(E) ADU 2A(E) ADA 2A(E)

Production Offerings - 1976-77 (Half year)

Drama	Compulsory: ADU 1A ADA 1A(E) Optional: ADV 1A(E) Dance 1A	Compulsory: ADU 2A ADA 2A(E) Optional: ADV 2A(E) Dance 2A
Music	Compulsory: ADM 1A* ADV 1A Optional: ADM 1A(E) ADV 1A(E) ADA 1A(E) ADU 1A(E) Dance 1A	Compulsory: ADM 2A* ADV 2A Optional: ADM 2A(E) ADV 2A(E) ADU 2A(E) ADA 2A(E) Dance 2A

Projected Offerings - 1989-90 (full year)

Major	Grade 9	Grade 10
Drama	Compulsory: ADA 1A ADA 1A(E) Optional: AMV 1A(E) Dance 1A Art 1A	Compulsory: ADA 2A ADA 2A(E) Optional: AMV 2A(E) Dance 2A Art 1A
Music	Compulsory: AMU 1A* AMV 1A Optional: AMU 1A(E) AMV 1A(E) ADA 1A(E) Dance 1A Art 1A	Compulsory: AMU 2A* AMV 2A Optional: AMU 1A(E) AMU 2A(E) AMV 1A(E) AMV 2A(E) ADA 2A(E) ADA 1A(E) Dance 1A Dance 2A Art 1A

Plus full-year courses in Grades 7-8.

Projected Offerings - 1990-91 (full-year)

Art	Compulsory: Art 1A Art 1A(E) Optional: AMV 1A(E) Dance 1A ADA 1A(E)	
Dance	Compulsory: Dance 1A Dance 1A(E) Optional: ADA 1A(E) AMV 1A(E) Art 1A(E)	
Drama and Music	See 1989-90 and substitute Art 1A(E) for Art 1A in optional offerings.	

Projected Offerings - 1989-90 (Fall) year:

Major	Grade 9	Grade 10
Dance	Compulsory: ADA 1A ADA 1A(E) Optional: ADA 2A(E) Dance 2A Art 1A	Compulsory: ADA 2B ADA 2A(E) Optional: ADA 3A(E) Dance 3A Art 1A
Music	Compulsory: MMA 1A+ MMA 1A Optional: MMA 1A(E) MMA 1A(E) MMA 1A(E) Music 1A Art 1A	Compulsory: MMA 1B+ MMA 1B Optional: MMA 1A(E) MMA 1A(E) MMA 1A(E) MMA 1A(E) MMA 1A(E) MMA 1A(E) Music 1A Music 2A Art 1A

Plus full-year courses in Grades 7-8.

Projected Offerings - 1989-90 (Full-year):

Art	Compulsory: Art 1A Art 1A(E) Optional: MMA 1A(E) Dance 1A ADA 1A(E)	
Dance	Compulsory: Dance 1A Dance 1A(E) Optional: ADA 1A(E) MMA 1A(E) Art 1A(E)	
Drama and Music	See 1988-89 and substitute Art 1A(E) for Art 1A in optional offerings.	

Projected Offerings - 1991-92 (full year)

Major	Grade 9	Grade 10
Art	Compulsory: Art 1A Art 1A(E) Optional: AMV 1A(E) Music ADA 1A(E) Drama Dance 1A(E)	Compulsory: Art 2A Art 2A(E) Optional: AMV 1A(E) AMV 2A(E) Dance 1A(E) Dance 2A(E) ADA 1A(E) ADA 2A(E)
Dance	Compulsory: Dance 1A Dance 1A(E) etc...	Compulsory: Dance 2A Dance 2A(E) etc...
Drama	etc...	etc...
Music	etc...	etc...

Plus Possible expansion into Grades 11-13, 1992-95.

C. Course Descriptions - Drama (based on Drama Continuum - Intermediate Division)

ADA 1A (one advanced level credit - drama) - No Prerequisite

This advanced level developmental drama course involves the student in co-operative games, informal and formal tableaux and mime, choral speaking, sound and music exploration, role-playing, characterization and improvisation, dramatic presentations, dance - drama and theatre history. As well, students may opt to deal with stage blocking, ritual, simulation, presenting liturature orally and dramatically, play-making, puppetry, scripting plays, radio, film and TV drama and presenting anthology and ensemble drama. The course deals in theory as well as in practical application.

ADA 1A(E) (one advanced level credit - drama) - No Prerequisite

This advanced level workshop drama course allows students to develop practical applications for the options outlined in ADA 1A and will involve sharing, presentation and arts integration.

N.B. The credit for this integrated course may be valued as follows: Drama (1/2) and any of English (1/2), Visual Arts (1/2), Music (1/2), Dance (1/2).

Course descriptions for Music and Visual Arts are included in the 1987-88 Course Calendar.

Proposed Offerings - 1981-82 (Fall year)

Major	Grade 9	Grade 10
Art	(Compulsory: Art 1A Art 1A(E) Optional: ADA 1A(E) Music ADA 2A(E) Drama Drama 1A(E)	(Compulsory: Art 2A Art 2A(E) Optional: ADV 1A(E) ADV 2A(E) Dance 1A(E) Dance 2A(E) ADA 1A(E) ADA 2A(E)
Dance	(Compulsory: Dance 1A Dance 1A(E) etc...	Compulsory: Dance 2A Dance 2A(E) etc...
Drama	etc...	etc...
Music	etc...	etc...

The Portfolio examination into Grades 11-12, 1982-83.

C. Course Descriptions - Drama (Based on Drama continuum - Intermediate Division)

ADA 2A (one advanced level credit - drama) - No Prerequisite

This advanced level developmental drama course involves the student in co-operative games, informal and formal improvisations and skits, theatre training, sound and music manipulation, role-playing, characterization and improvisation, dramatic presentations, dance - drama and theatre history, as well, students may opt to meet with stage blocking, rehearsal, staging, presentation literature orally and dramatically, play-making, puppetry, scripting plays, radio, film and TV drama and producing audio-visual and assembly drama. The course deals in theory, as well as in practical application.

ADA 2A(E) (one advanced level credit - drama) No Prerequisite

This advanced level enrichment drama course allows students to develop practical applications for the sections outlined in ADA 1A and will involve staging, presentation and area interpretation.

N.B. The credit for this integrated course may be stated as follows: Drama (1/2) and any of English (1/2), Visual Arts (1/2), Music (1/2), Dance (1/2).

Course descriptions for Music and Visual Arts are included in the 1980-82 Course Calendar.

ADA 2A (one advanced level credit - Drama) - Prerequisite ADA 1A

This advanced level developmental Drama course extends both the theory and practice of the offerings of ADA 1A and prepares the student for application to theatre in the ADA 3A, 4A and 5A courses.

ADA 2A(E) (one advanced level credit - Drama*) - Prerequisite ADA 1A(E)

See ADA 1A(E)

D. Secondary Staffing - 1987-88 (semester 2)

Courses Being Offered		
ADA 1A Drama	2	4 lines (Drama)
ADA 1A(E) Enriched	2	
AMV 1A Vocal	2	5 lines (Music)
AMU 1A(E) Instrumental	2	
AMU 2A(E) Enriched	1	

. Given a class size of twenty, an average forty Drama majors and forty Music majors would need to be recruited from Grade 9 and 10 in twelve schools, semester 2, 1987-88.

. Staff should be hired on a term basis by semester/academic year to provide professional development opportunities.

Class \ Teacher	A	B	C	D
1	ADA 1A(1)	AMV 1A(1)	AMU 1A(E)(1)	ADA 1A(E)(1)
2	ADA 1A(2)	AMV 1A(2)	AMU 1A(E)(2)	ADA 1A(E)(2)
3	home school?	home school?	AMU 2A(E)	home school?

N.B. A qualified music/drama teacher would reduce the number of teachers to three from four.

ADA 24 Jump advanced level course - Ground - Prerequisite ADA 14

This advanced level descriptive, semi-course covers the theory and practice of the application of fall in and accuracy the student for application to Ensaire in the ADA 24, 34 and 32 courses.

ADA 34(E) Jump advanced level course - Ground - Prerequisite ADA 14(E)

See ADA 14(E)

9. Secondary Staffing - 1972-4th Quarter 2)

Courses Having Different		
ADA 14 Drama	2	4 times (Drama)
ADA 14(E) Entertain	2	
ADU 14 Music	2	4 times (Music)
ADU 14(E) Instrumental	2	
ADU 14(E) Entertain	2	

1. Given a fixed size of twenty, an average forty drama majors and forty music majors would need to be recruited from Grade 8 and 10 in twelve schools, assuming 2, 1972-3.

2. Staff should be hired on a fair basis by consulting faculment year to provide professional development opportunities.

Class / Teacher	A	B	C	D
I	ADA 14(1)	ADU 14(1)	ADU 14(2)(1)	ADA 14(E)(1)
2	ADU 14(1)	ADU 14(1)	ADU 14(1)(1)	ADA 14(E)(1)
3	Home science	Home science	ADU 14(2)	Home science

N.B. A qualified music/drama teacher would reduce the number of teachers to three from four.

Co-ordinator - Program for the Arts
Role Description

The co-ordinator will assume a full-time position and be responsible for the administration, co-ordination and supervision of the entire program in the School for the Arts.

The co-ordinator will report directly to a designated secondary school Principal and the Area Superintendent responsible for the School for the Arts.

His/her primary responsibilities will be in the following areas:

Curriculum:

In conjunction with staff and subject supervisors, the co-ordinator will supervise the formulation, implementation and evaluation of the Arts curriculum.

This curriculum will include both the regular classroom component as well as the extra-curricular component (attendance at performances, field trips, showcase performances, visiting artists, guest lectures, etc.).

Operations:

The co-ordinator will:

. visit elementary and secondary schools to advertise and explain the program to interested parents and students.
. administer the application and selection procedure according to his/her mandate.
. facilitate and expedite the movement of students to and from their home schools.
. responsible for counselling all students who enter the program, particularly with regard to realistic career goals in the area of the Arts. Further, he/she will monitor the attendance and deportment of these students.
. participate in the selection, rotation and supervision of staff for the Schools for the Arts.
. be responsible for organizing parental and volunteer assistance for several areas of the school's operation, i.e., transportation, supervision, etc.

Liaison:

The co-ordinator will be responsible for providing liaison between the School for the Arts and the following:

. the Executive Committee,
. Educational Authorities,
. Hamilton and District schools,
. Arts students and their parents,
. the artistic community,
. the community at large.

Much of this liaison will involve the use of the media to communicate and publicize the composition and excellence of the Arts program.

Co-ordinator - Program for the Arts
Role Description

The co-ordinator will assume a full-time position and be responsible for the administration, co-ordination and supervision of the entire program in the School for the Arts.

The co-ordinator will report directly to a designated secondary school principal and the Arts Superintendent responsible for the School for the Arts.

Higher primary responsibilities will be in the following areas:

Curriculum:

In consultation with staff and school superintendent, the co-ordinator will supervise the formulation, implementation and evaluation of the Arts curriculum.

This curriculum will include both the regular classroom component as well as the extra-curricular component (attendance at performances, field trips, home-run performances, visiting artists, guest lecturers, etc.).

Operations:

The co-ordinator will:

- visit elementary and secondary schools to advertise and explain the program to interested parents and students;
- administer the application and selection procedure according to criteria established;
- facilitate and execute the movement of students to and from their home schools;
- responsible for counselling all students and assist the student, particularly with regard to regular course work in the area of the Arts. Further, assist with counselling the administrators and supervisors of these students;
- participate in the selection, orientation and observation of staff for the School for the Arts;
- be responsible for preparing required and mandatory applications for special grants of the school's operation, i.e., transportation, supervision, etc.

Liaison:

The co-ordinator will be responsible for ensuring liaison between the School for the Arts and the following:

- the executive committee,
- educational authorities,
- municipal and district schools,
- Arts students and their parents,
- the artistic community,
- the community at large.

Much of this liaison will involve the use of the media to disseminate and publicize the programming and accomplishments of the Arts program.

Task Force Committee for the Creative and Performing Arts

Chairman: Frank Kelly, Area Superintendent
Recorder: Trish Fulton, Administrative Assistant to the Director of Education

Members: Richard Bull, Holbrook Elementary School
Judy Cole, Barton Secondary School
Bill Cook, Hill Park Secondary School
Ken Drake, Principal, Bennetto Elementary School
Jane Evans, Program Leader, Alternative Education
Bob Knuckle, Vice-Principal, Sir John A. Macdonald Secondary School
Ken Hall, Principal, Sherwood Secondary School
Earl Lewis, Principal, Sir John A. Macdonald Secondary School
Glenn Mallory, Supervisor of Music, Education Centre
Ann Manson, Bennetto Elementary School
Bill Manson, President, O.S.S.T.F.
John Nugent, Supervisor of Visual Arts, Education Centre
Diane Rawsthorn, Primary Consultant, Education Centre
Don Simpson, Consultant for Gifted Education, Education Centre

The Education Centre
100 Main Street West
Hamilton, Ontario

1987 02 03

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Attached is a report on the Technology Showcase "A Road to the Future" staged at the Hamilton Convention Centre on January 16 and 17, 1987.

Prepared by: Jim Davies, Steering Committee Chairman
Lee Aurini, Supervisor of Technological Studies

Submitted by: C. G. W. McKague, Superintendent of Curriculum and Special Services

Approved by: A. J. Krever, Director of Education

A REPORT ON THE TECHNOLOGY SHOWCASE

Event: The Board of Education for the City of Hamilton's Technology Showcase "A Road to the Future"

Place: The Hamilton Convention Centre

Dates: Friday, January 16, 1987 -- 10:00 a.m. - 9:00 p.m.
Saturday, January 17, 1987 -- 10:00 a.m. - 4:00 p.m.

Organizing Committee: Jim Davies, Chairman, Sir Allan MacNab
Bruce Brace, Honorary Chairman, retired
Brian Cumming
Ron Dawson
Bob Gilbank
Susan McBurney-Fowler
Bob Moulton
Marv Sheppard
Bob Swift
Bob Wira

Board Liaison: Lee Aurini, Supervisor of Technological Studies
Lorne McLachlan, Area Superintendent

Objectives:

1. To expand community awareness of Technological Studies programs offered in Hamilton's Public Schools.

2. To recognize student achievements in Technological Studies.

3. To demonstrate a community spirit of co-operation.

4. To display the broad array of facilities, equipment, and talent in Hamilton's Technology programs.

Organization:

The steering committee met weekly over a period of one year along with the board liaison. During this early period, the general objectives of the event began to crystallize into a formal plan.

This plan evolved into a true showcase of talent in which our Art and Family Studies departments were invited, to enhance and augment the Technological focus.

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A REPORT ON THE TECHNOLOGY SUMMIT

Event: The Board of Education for the City of Hamilton's Technology Summit "A Seed in the Future"

Place: The Hamilton Convention Centre

Dates: Friday, January 16, 1987 -- 10:00 a.m. - 5:00 p.m.
Saturday, January 17, 1987 -- 10:00 a.m. - 4:00 p.m.

Organizing Committee: Jim Davies, Chairman, Sir William Mulock
Trevor Grace, Honorary Chairman, retired
Brian Fleming
Don Jackson
Bob Kilgour
Susan McLaughlin-Fowler
Bob Moulton
Mary Sampson
Ann Smith
Jim Wise

Board Liaison: Lou Aurini, Supervisor of Technological Studies
Jerry McLaughlin, Area Superintendent

Objectives:

1. To enhance community awareness of Technological Studies programs offered in Hamilton's Public Schools.

2. To recognize student achievements in Technological Studies.

3. To demonstrate a community spirit of co-operation.

4. To display the broad array of facilities, equipment, and talent in Hamilton's Technology programs.

Organization:

The steering committee met weekly over a period of one year after wins the board liaison. During this early period, the general objectives of the event began to crystallize into a formal plan.

This plan involved inviting a true cross-section of talent in which our Art and Family Studies departments were invited, to envision and support the Technological focus.

The concept was to put on an exposition where each subject area would present its particular style in a pavilion setting. Teacher volunteers assumed the role of pavilion co-ordinators and met independently with their subject areas to co-ordinate subject areas across the city. Each subject developed innovative and creative methods to present its special subject (19 subject areas were involved).

It was to be a hands-on exposition in which students would be actively engaged in demonstrating activities normally occurring in our technical "shop" areas.

The idea of a road to the future caught the imagination of the committee and the teachers. This road would wind and turn through the various subject areas culminating in the "futures" area. Industry and post-secondary institutions were invited to participate in this "futures" area. The response from industry was extremely positive.

As the planning progressed and the committee began to finalize its plans, inquiries from other jurisdictions began to arise. The committee decided to invite other boards to come and view our showcase.

. 35 buses from other jurisdictions came from as far as Simcoe County and Buffalo.

. 500 invitations were sent out to provincial and community leaders.

. Friday was designated as student day (free admission) and invitations and frequent up-dates were sent to Hamilton's middle schools and secondary schools.

. Friday evening and Saturday were designated as "public" days with a nominal admission fee of $2.00 per adult and $1.00 per child.

Wednesday, January 14 and Thursday, January 15

These were set-up days as the committee and pavilion workers arrived by car, van and truck to set up the various pavilions. By Thursday evening, the stage was set. It was a magnificent sight and many people commented on the "professional" look of the layout and the array of talent all under one roof.

One could not help but feel a sense of pride and satisfaction at the display.

Friday, January 16 -- Opening Exercises

The response to the invitations was inspiring. Board representatives from Windsor, London, Carleton, and Toronto to name only a few, were in attendance.

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The concept was to put on an exposition where each subject area would present its particular style in a pavilion setting. Teacher volunteers assumed the role of position co-ordinators and met independently with their subject areas to co-ordinate subject areas across the city. Each subject developed innovative and creative methods to present its special subject (in analysis areas more involved).

It was to be a hands-on exposition in which students would be actively engaged in demonstrating activities normally occurring in our technical "shop" areas.

The idea of a road in the future caught the imagination of the committee and the factory. This road would wind and turn through the various subject areas culminating in the "future" area. Industry and post-secondary institutions were invited to contribute in this "future" area. The response from industry was extremely positive.

As the planning progressed and the committee began to finalize its plans, inquiries from other jurisdictions began to arrive. The committee decided to invite other boards to come and view our showcase.

- 25 guest from other jurisdictions came from as far as Simcoe County and Buffalo.

- 500 invitations were sent out to provincial and community leaders.

- Factory was displayed as student day (from additional and invitation and frequent updates were sent to industry's middle schools and secondary schools).

- Friday evening and Saturday were designated as "public" days with a nominal admission fee of $1.00 per adult and $1.00 per child.

<u>Wednesday, January 14 and Thursday, January 15</u>

Items were set-up days as the committee and pavilion workers arrived by car, van and truck to set up the various exhibitions. By Thursday evening, the stage was set. It was a magnificent sight and only comes somewhat to the "professional" look of the layout and the array of talent all under one roof.

One could not help but feel a sense of pride and satisfaction at the display.

<u>Friday, January 16 -- Opening Exercises</u>

The response to the invitations was impressive. Some representatives from Windsor, London, Carleton, and Toronto to name only a few, were in attendance.

After the ceremonial ribbon cutting (two bands of steel symbolizing the heart of the community) by the Chairman of the board, Mrs. Van Horne, and the Parliamentary Assistant to Mr. Sean Conway, Mr. Douglas Reycraft (the Minister was called to an emergency meeting and therefore was unable to attend), the Showcase was officially opened at 10:35 a.m.

Over the day, from 10:30 a.m. to 4:00 p.m., approximately 7,500 students came through the Showcase. The patience, co-operation, and behaviour of all concerned contributed to the success of the day.

The steering committee in its post-evaluations will review this and make recommendations for possible future events of this magnitude.

Friday, January 16 - Evening

The evening was much more relaxed as adults and older students arrived. Approximately 400 guests participated at a much leisurely pace.

Saturday, January 17 -- 10:00 a.m. - 4:00 p.m.

Saturday was similar to Friday evening as a steady flow of adults came through the turnstiles. Approximately 1,000 guests participated.

Summary:

The Showcase was one of the most ambitious undertakings ever attempted by educators in this city. The concept of a showcase of this magnitude could only be achieved through the support and combined efforts of many groups and individuals. It was truly a partnership and a community effort. The comments by the public (teachers and adults in the community) during and after the Showcase were extremely complimentary. All the indicators point to an overwhelming success in meeting the original objectives.

A "spin-off" from the Showcase was the renewal of pride in our programs as well as the sense of satisfaction for being part of this undertaking.

Participating Schools:	**41**
Pavilions - Subject:	**15**
Industry:	**14**
Attendance:	**9,000**

It is respectfully recommended:

That the report on the Technology Showcase be received for information

After the commercial television coverage (two hours of live) highlighting the work of the committee by the chairman of the board, Mrs. Ida Horne, and the Parliamentary Secretary to Mr. Jack Cowley, Mr. Douglas Beverett (the minister) was called to an emergency meeting and everyone was ready to retire. The showcase was officially opened at 10:15 p.m.

Over the day, from 10:30 a.m. to 6:00 p.m., approximately 7,500 students came through the showcase. The quality, co-operation, and behaviour of all concerned contributed to the success of the day.

The steering committee in its post-evaluation will review this and make recommendations for positive future events of this magnitude.

Friday, January 14 - Evening

The evening was much more relaxed as adults and other students arrived. Approximately 500 guests participated at a more leisurely pace.

Saturday, January 15 -- 10:30 a.m. - 8:00 p.m.

Saturday was similar to Friday evening as a steady flow of adult care through the showcase. Approximately 1,000 guests participated.

Summary

The showcase was one of the most ambitious undertakings ever attempted in Manitoba's in this city. The success of a showcase of this magnitude could only be achieved through the support and positive efforts of many groups and individuals. It was truly a partnership and a collegiality effort. The comments by the public (students and adults) in the commentary during and after the showcase were extremely complimentary. All the indicators point to an overwhelming success in meeting the original objectives.

A "spinoff" from the Showcase was the renewal of pride in our students as well as the sense of satisfaction for being part of this undertaking.

Participating Students:	91
Families - Involved:	15
Industry:	14
Attendance:	9,000

It is respectfully recommended:

That the report on the Technology Showcase be received for information.

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1987 01 28.

To the Chairman and Members,
Education Management Committee,
Education Centre,
Hamilton, Ontario.

Ladies and Gentlemen:

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That Barbara L. MacLeod be appointed to the Probationary Staff, effective 1987 02 16, with salary according to schedule.

(b) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to to schedule:

Lynda D. Burgess, 1987 02 02 to 1987 06 30

Terri-Ann Crewson, 1987 01 27 to 1987 05 15

Robert Forshaw, 1986 09 17 to 1986 11 14

Maureen L. Fraser, 1986 11 24 to 1987 01 21

Jack Gibson, 1986 11 17 to 1986 12 19

Patricia L. Heeley, 1987 01 12 to further notice

Paula C. Newcombe, 1986 12 08 to further notice

Carol A. Palombella, 1986 12 09 to further notice (.5)

Stuart Porter, 1986 12 05 to 1987 01 16

Kathryn V. Scott, 1987 02 16 to 1987 06 15

Linda Sixsmith, 1986 12 03 to further notice

(c) That the appointment of Nancy L. Munn to the Occasional Staff, approved at the November meeting, be changed to become effective 1986 10 27 to 1987 06 30.

(d) That Julie Anne Beattie be returned from Leave of Absence and assigned teaching duties effective 1987 03 23.

(e) That the requests of the following teachers for Maternal Leaves of Absence, effective as shown be granted in accordance with conditions governing Maternal Leaves:

Bonnie Angelini, 1987 03 23 to 1987 07 17

Mary Lou Mauro, 1987 02 16 to 1987 06 12

(f) That the request of Kathy Lenz for a Parental Leave of Absence, effective 1987 02 23 to 1987 08 31, be granted.

(g) That the resignations of the following principals, who are retiring on superannuation, effective 1987 06 30, be accepted with regret and that they be considered for gratuity in accordance with the Board's plan.

J. Nelson Elliott

Donald Mogg

(h) That the resignations of the following teachers who are retiring on superannuati effective 1987 06 30, be accepted with regret and that they be considered for gratuity in accordance with the Board's plan:

Cameron Douglas

Réjean Flake

June Holland

Lionel Jeffery

William Jones

Lorna Kendall

Geraldine Kennedy

Stephen Szakszon

Ferruccio Viola

Jean Wright

(i) That the resignations of the following teachers, effective as shown, be accepted with regret:

Patricia McLaren, 1987 04 30

Patricia Watson, 1987 08 31

(j) That the timetable of the following teachers be increased as shown, effective 1987 03 23:

Kay Parent, from .5 to 1.00

Janice Robertshaw, from .5 to 1.00

(k) That the increase in Patricia DiFrancesco's timetable, approved at the January Meeting be changed to read, "from 3/6 to 5/6 (full time Sem. 1 and 4/6 Sem. 2)".

(1) That the following trips be approved:

(i) Ainslie Wood, Grades 9-12, Outdoor Education, Mount St. Louis, 1987 02 11 and 1987 02 25

(ii) Barton, Grades 12&13, Talisman Resort, 1987 02 24

(iii) Delta, Grades 11-12, Outdoor Education, Mount St. Louis, 1987 02 16

(iv) Hill Park, Grades 11-13, Outdoor Education, Algonquin Park, 1987 03 05-08 (Thursday to Sunday)

(v) Hill Park, Grades 11-13, Outdoor Education, Algonquin Park, 1987 04 10-13 (Friday to Monday)

(vi) Hill Park, Grades 11-13, Outdoor Education, Algonquin Park, 1987 05 06-10 (Wednesday to Sunday)

(vii) Sir John A. Macdonald, Grades 11-12, Outdoor Education, Mount St. Louis, 1987 02 19

(viii) Westmount, Grade 9, Quebec City, Quebec, 1987 05 03-07 (Sunday to Thursday)

(ix) Adelaide Hoodless, Grade 8, Quebec City, Quebec, 1987 03 04-07 (Wednesday to Saturday)

(x) G. L. Armstrong, Grade 8, Quebec City, Quebec, 1987 02 18-21 (Wednesday to Saturday)

(xi) Memorial, Grade 8, Quebec City, Quebec, 1987 02 25-28 (Wednesday to Saturday)

REQUEST RE: "FOUR OVER FIVE" PLAN

(a) That approval be granted for the request of Douglas Hampson to change the date of his Leave of Absence under the Salary Holdback Plan ("4 Over 5") of the Secondary School Collective Agreement from the 1990-1991 school year, effective 1990 09 01 to 1991 08 31 to the second semester of the 1990-1991 school year, effective 1991 02 01 to 1991 08 31.

1987 02 03

To the Chairman & Members
Education Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: WRITING TO READ PROGRAM

Background and Rationale:

Writing To Read, an activity-based, computer-assisted programme of language development for students in kindergarten and the early primary grades was introduced to Hamilton schools two years ago. It has been thoroughly researched in the United States and has proved its worth in assisting students to master reading and writing skills more efficiently and at an earlier age than through traditional methods, especially in inner-city schools. Hamilton's experience substantiates U.S. findings. We have a second research study on Writing To Read currently under way.

Current State of the Program In Our Schools

The program is currently in 6 schools and as small pilots with special education students in two other schools. It is in 27 classes serving approximately 520 students, basically in kindergarten and in grade 1. Thirty-two staff members (principals, kindergarten, grade one/two and special education teachers) have received in-service and are involved in the implementation of the program. Many volunteers and some co-op students provide valuable support.

Proposal:

It is proposed that the Writing To Read programme be extended to two more schools commencing September 1, 1987 and that the necessary equipment, software and in-service be provided.

Implications:

In-Service:

In order to in-service teachers new to the programme and to further develop the skills of staff currently using Writing To Read, it is proposed to maintain the present .5 consultant (obtained from reallocation) for the academic year, 1987-88.

Materials and Equipment:

I.B.M. P.C. jr. microcomputers, "selectric" typewriters, software, workbooks and readers must be purchased:

Costs:

Computer Hardware	$17,200*
Other Equipment	13,700
Teaching Materials	2,400
	$33,300

*This computer hardware is part of the Computer Studies allocation and therefore is not an additional cost to the Board.

.../2

To: The Chairman & Members
Economic Development Committee
Education Board of Education

Lorne S. Bontemen

RE: WRITING TO READ PROGRAM

Background and Rationale:

Writing To Read, an activity-based, computer-assisted programme of language development for students in kindergarten and the early primary grades was introduced in Hamilton schools two years ago. It has been thoroughly researched in the United States and has proved its worth in assisting students to master reading and writing skills more efficiently and at an earlier age than through traditional methods, especially in inner-city schools, English as a second language students and U.S. immigrants. The new 1 year-long research study on Writing To Read currently under way.

Current State of the Program in Our Schools:

The program is currently in 6 schools and in small pilots with special education students in two other schools. It is in 24 classes serving approximately 520 students, 5 classes in kindergarten and 19 grade 1. Thirty-two staff members (principals, kindergartens, grade 1 teachers and special education teachers) have received in-service and are involved in the implementation of the program. Many volunteers and some co-op students provide valuable support.

Proposal:

It is proposed that the Writing To Read programme be extended to two more schools commencing September 1, 1987 and that the necessary equipment, software and in-service be provided.

Implications:

In-Service:

In order to in-service teachers new to the programme and to further develop the skills of staff currently using Writing To Read, it is proposed to maintain the present .5 consultant (retained from September) for the academic year 1986-87.

Materials and Equipment:

IBM, P.C. jr. microcomputers, "adaptone" typewriters, software, workbooks and records must be purchased.

Costs:

Computer Hardware	$17,250*
Other Equipment	13,700
Teaching Materials	2,400
	$33,350

*This computer hardware is part of the Computer Studies allocation and therefore is not an additional cost to the Board.

RECOMMENDATION:

THAT THE WRITING TO READ PROGRAMME BE EXTENDED TO TWO ADDITIONAL INNER-CITY SCHOOLS, EFFECTIVE SEPTEMBER 1, 1987 AND THAT ADEQUATE EQUIPMENT, MATERIALS AND IN-SERVICE BE PROVIDED.

Prepared & Submitted by:
C. G. W. McKague, Superintendent of Curriculum & Special Services
E. Hodgins, Administrative Assistant, Business Administrator/Treasurer

Approved by: A. J. Krever, Director of Education

A G E N D A

EDUCATION MANAGEMENT COMMITTEE

1987 03 03

Confirmation of the minutes of the last regular and special meetings of 1987 01 07 and 1987 01 13.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: Resolution from The Board of Education for the City of Scarborough re: Revision of the Copyright Act - (referred from January E.M.C. - 1987 01 06) - **pages 1-18.**

NEW BUSINESS:

1. Recommendations of the Director of Education - **page 19.**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: Presentation from the East Hamilton Optimists - "Just Say No" - **page 20.**

NEW BUSINESS:

1. Recommendations of the Director of Education - **pages 21-23.**
2. Requests re: "4 Over 5" Plan - Wendy Cole
   Robert V. Matotek
   John P. Morrison - request to withdraw
   — **page 24.**
3. Presentation from the George R. Allan Home & School Council - **pages 25-36.**

To The Chairman & Members
Education Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: REVISIONS TO THE COPYRIGHT ACT

Background

Since the last revision of the Copyright Act in 1921, we have seen the advent of radio; television; photocopiers, audio and video tapes , recorders and players; computers; satellites and a host of information storage and retrieval devices. These technological instruments, commonly used in homes, business and institutions throughout our society, have rendered the present law inadequate.

There was, however, over thirty years ago, recognition that the existing Copyright Act, then some thirty years old, was out of date. Beginning with **The Royal Commission on Patents, Copyright, Trade Marks and Industrial Design** in 1954 and followed by the **Ilsley Commission** in 1957 and **The Report on Intellectual and Industrial Property** in 1971, strong recommendations were made to revise the Copyright Act. Notwithstanding all this study, no action was taken by government to proceed with revisions to the Act.

Then, between 1980 and 1983, the Department of Consumer and Corporate Affairs published fourteen independent studies on the various aspects of copyright.

Finally, in 1984, the government made copyright revision a priority. With three decades of study to draw on, the Ministers of Communications and Consumer and Corporate Affairs issued, in May 1984, **From Gutenberg to Telidon -- A White Paper on Copyright.** Following the change in government, **From Gutenberg to Telidon,** together with all others matters for copyright revision, were referred to an all-party sub-committee of the Standing Committee on Communications and Culture in January 1985.

After receiving over 300 written briefs and listening to witnesses at public hearings in Ottawa, Montreal and Toronto, the sub-committee report, **A Charter of Rights for Creators,** was tabled with the Standing Committee in October, 1985.

It was the document, **A Charter of Rights for Creators,** which precipitated the 1986 11 10 resolution from the Board of Education for the City of Scarborough.

In consideration of **A Charter of Rights for Creators,** it is important to note that in February 1986, the Government of Canada released the "Government Response to the Report of the Sub-Committee on the Revision of Copyright". Later in this report, when dealing with the Scarborough resolution, point by point, specific reference will be made to the recommendation(s) of the sub-committee that the Scarborough

resolution addresses and to the government response to each of those recommendations. It is hoped that this cross-referencing, along with a clarification of the terms used in the resolution, will help to clarify the Scarborough position.

Current Status

Since the release of the government response in February, 1986 the office of the Director of Copyright has been working toward revision of the Copyright Act. A memorandum is presently before Cabinet and a decision to proceed with revision of the Act is expected very soon.

While the actual intent of the revisions are still subject to Cabinet confidentiality and are, therefore, not available, the following procedure is considered to be most probable, according to Mr. Raymond La Page, of the Director of Copyright:

*revision will likely occur in two phases;
*the first phase, dealing with seven or eight critical issues, should be completed by amendment to the Act by the end of March, 1987;
*the second phase, dealing with the remainder of the revisions to the Act, is expected to be completed by the fall of 1987.

A Charter of Rights for Creators

In all, **A Charter of Rights for Creators** contains 137 recommendations (see Appendix A) under the following headings:

*A Charter of Rights for Creators (1-17)
*Writing and Publishing (18-28)
*The Visual Arts (29-37)
*Musical Works (38-44)
*Audio-Visual Works (45-51)
*Computers (52-63)
*Sound Recordings (64-70)
*Performers' Performances (71-74)
*Broadcasts (75-81)
*Fair Dealing (82-86)
*Requests for Special Consideration (87-91)
*Renting Right (92)
*Home Copying (93-96)
*Retransmission (97-109)
*Collectives (110-113)
*Copyright Appeal Board (114-126)
*Registration (127-131)
*Infringement and Remedies (132-137)

The concerns raised by the resolution from the Board of Education for the City of Scarborough are related to recommendations contained under Fair Dealing (82-86); Renting Right (92); Collectives (110-113); and Copyright Appeal Board (114-126).

Definitions of Terms Used

FAIR DEALING

-it is not an infringement of copyright to deal fairly with any work provided the dealing is for one of five enumerated purposes: private study, research, criticism, review, or newspaper summary.

RENTING RIGHTS

-rights to royalties, held by the copyright holders, from the

distribution of his/her work.

TWO-TIERED PRICING SYSTEM

-a higher subscription rate is paid by those who would "rent" (in the case of a video casette) or provide "copies" of material (in the case of a library who would photocopy journal articles).

COLLECTIVE

-a group of copyright owners who form an association to exercise on their behalf a particular aspect of copyright.

Summary

On reflection, it appears that the legislation that the government will introduce regarding the revision of the Copyright Act, will address the concerns raised in the Scarborough resolution. Further, on the majority of the concerns, the government seems to be moving in a direction which is consistent with the position taken by the Scarborough resolution. There are, however, three areas where discrepancies between the Scarborough resolution and government legislation are likely. The three areas are: inter-library loans, two-tiered pricing, and renting rights.

In dealing with inter-library loans, the legislation will almost certainly be contrary to the intent of the Scarborough resolution. On the matters of two-tiered pricing and renting rights, while these issues will probably not be addressed within the Act itself, the directions being considered by the government are contrary to the directions suggested in the Scarborough resolution.

In its response to the sub-committee recommendations, the government accepted the position that inter-library loans represent the public lending of works and, as such, should be dealt with in the same fashion as all other matters related to the public lending of copyrighted works. The recommendations contained in the **'Charter'** (23-25), suggest that the public lending issue should be dealt with outside of the Copyright Act. Along the same line, it is likely that "two-tiered pricing" and "renting rights" will be dealt with outside of the Act and the government has accepted this notion in principle.

The issue central to "public lending", "two-tiered pricing", and "renting rights" is that the owners of the work, that is, the artist or artists who originally created the work, are entitled to a financial consideration when their work is loaned or rented that is similar to the one they would have been received and their works sold.

Under the present system, artists receive no financial consideration when works are shared through an inter-library loan system. In this case, for example, the purchase of a book by Library 'A' would result in a royalty to the author. However, if Library 'A' then loans the book, through an inter-library loan to Library 'B', the author has been deprived of the royalty that would have been received had the book been purchased by Library 'B'. The intent of the Scarborough resolution is to block the financial consideration for the author by exempting inter-library loans from the copyright legislation. The government direction is to prohibit inter-library loans by making them a violation of copyright.

A similar injustice exists currently within the area of rentals of materials and it is this issue that "renting rights" is designed to address. If a consumer purchases a video movie for home use, the artists involved in the creation of the work receive a royalty. However, if a consumer rents the same movie from a video rental store, the store owner is the only person who receives financial benefit from the rental. While the artists received a royalty on the orginal purchase of the video cassette, they do not, under the present system, receive any royalties on subsequent rentals of the video cassette.

The intent of the government is to develop a system, outside of the Copyright Act, that would allow creators to share in the financial rewards of their works, regardless of whether the work is sold or rented. Further, the intent is to deal with all types of "creations", whether they be print, video or audio and to allow for technological advances which will undoubtedly occur during the next few years. The directions here seems fair: provide a system whereby artists share in the royalties of their work.

Two-tiered pricing is a mechanism to deal with this issue which has worked effectively in the area of print. The sub-committee suggested that an extension of this concept to deal with other types of media might alleviate the current inequities in the system and the government has accepted this notion in principle.

In conclusion, it would appear that, while Scarborough is accurate in their claim that a change of direction in inter-library loans, renting rights and two-tiered pricing will result in significantly higher costs to boards for media materials, to support these aspects of the Scarborough resolution would be to support the continuation of a system which is clearly unjust to creators.

Therefore, it is recommended:

THAT THIS REPORT BE RECEIVED FOR INFORMATION.

Prepared by: C. W. Waterman, Administrative Assistant to the Superintendent of Curriculum & Special Services

Submitted by: C. G. W. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

SCARBOROUGH RESOLUTIONS	CHARTER RECOMMENDATIONS	GOVERNMENT RESPONSE	COMMENTS
1) THAT there be no narrowing of the present scope of fair dealing; 2) THAT fair dealing be equally available to individuals and to those who, as intermediaries, copy work on behalf of patrons;	82. The present fair dealing provisions should not be replaced by the substantially wider "fair use" concept. 83. The nature of fair dealing as a defence to an action for infringement should not be changed. 84. The purpose for which fair dealing can be a defence should be retained but should be revised to indicate that research must be private to qualify and to indicate that all media of news reporting are covered. 85. Factors to be considered by the court may be listed but should be illustrative only and not priorized. 86. Fair dealing should not apply to unpublished works.	The government agrees with these recommendations in principle. The Act will, however, grant the benefit of the fair dealing exception for research purposes, private or otherwise, for unpublished works deposited with archival or conservation institutions. Finally, the government will examine the possible impact of these recommendations on research practices in general.	1. The sub-committee did not recommend any narrowing of the scope of "fair dealing" and the government has accepted the recommendation in principle. 2. The sub-committee specifically rejected the American concept of "fair use". 3. It is expected that the new legislation will include a broader exemption (than fair dealing) for unpublished works.
6) THAT the legislation not permit a two-tiered pricing system in conjuntion with payment of royalty fees to collectives; 7) THAT the number of collectives be kept to a minimum and be comprehensive in coverage; 8) THAT the Copyright Board ensure that fees charged by collectives are fair and reasonable;	110. The collective exercise of copyright should be encouraged. 111. The Copyright Appeal Board should be vested with the authority to regulate all collectives. 112. Membership in collectives should continue to be voluntary. 113. Creators should continue to be allowed to grant exclusive licences to collectives.	The government agrees with these recommendations in principle. The issue raised in recommendation 111, however, will be examined at the same time as recommendations 114 to 126 regarding the Copyright Appeal Board.	1. The sub-committee report is in in favour of a two-tier pricing system. (See **A Charter Of Rights for Creators,** pages 72 & 73, related to "Renting Rights". 2. It is highly unlikely that the issue of two-tiered pricing will be addressed in the Act (see comments related to resolution 5). 3. The concerns raised in Scarborough resolutions 7 and 8 seem to be dealt with

SCARBOROUGH RESOLUTIONS	CHARTER RECOMMENDATIONS	GOVERNMENT RESPONSE	COMMENTS
			satisfactorily in the sub-committee recommendations and in the government. response.
(9) THAT the Copyright Board membership include representation from the library community;	114. The Copyright Appeal Board should be re-named the Copyright Board. 115. The Board should not be granted powers to intervene in the administration of collectives. 116. The Board's jurisdiction should be limited to hearing evidence only where a proposed tariff is in dispute. 117. The Board's jurisdiction should be limited to setting rates. 118. The Board should be granted the usual powers of a court of record, including the authority to issue subpoenas and require the production of documents. 119. Dealings with the Board should be with the Board directly, and not through the responsible Minister. 120. Previously approved rates should remain in effect until such time as the Board has approved new rates. 121. The Board's decisions should be subject to appeal to the Federal Court on matters of law.	The government generally agrees with the recommendations. The conditions that will apply to the Board-its jurisdiction, powers, organization and operations-remain, however, to be articulated.	1. Membership on the Copyright Appeal Board is not an issue that will be addressed in the initial revision of the Act.

SCARBOROUGH RESOLUTIONS	CHARTER RECOMMENDATIONS	GOVERNMENT RESPONSE	COMMENTS
	122. The Board should be composed of five permanent members, appointed for a fixed renewable term by the Governor in Council.		
	123. Members should be removable only for cause.		
	124. Members of the Board should have legal, financial or copyright expertise.		
	125. The Board should be supported by its own staff and outside professional assistance as required.		
	126. The Board should be an independent body reporting to Parliament through the responsible Minister.		
(3) THAT libraries and their staff and trustees not be held accountable for infringements perpetrated by others on library premises;	23. A mechanism should be developed to compensate authors for the public lending of their works by libraries. The scheme should be independent of copyright law.	The government agrees in principle with these recommendations.	1. It is anticipated that this type of protection will be built into the revised Act.
	24. A specific right of reprographic reproduction should not be introduced.		
	25. No exception should be provided for reproduction by libraries.		1. It is expected that, with the exception of certain archival materials (see recommendations 88 and 89 in the "Charter", such practice would not be within the realm of fair dealing.
(4) THAT the provision of a single copy to another library (inter-library loan) be considered fair dealing			

SCARBOROUGH RESOLUTIONS	CHARTER RECOMMENDATIONS	GOVERNMENT RESPONSE	COMMENTS
(5) THAT there be no extension of renting right in the revised law;	92. A new renting right attaching to all categories of protected subject matter should be provided in the revised law.	The government recognizes the merit of the Sub-Committee's objective to compensate creators but will have to examine the best way to implement it.	1. It is highly unlikely that the issue of Renting Rights" will be addressed in any revision of the Copyright Act. Rather,the government, while supporting the notion of the extention of renting rights to cover video casettes and other forms of electronic media, will look to a mechanism outside of the Act due to the outflow of royalties that could occur should the provision be included as recommended in the "Charter".
AND FURTHER, THAT the Board express its concern that the legislation as currently outlined will substantially increase costs to public institutions and will, therefore limit access to information;			1. There is no question that the revised legislation will require all groups, including public institutions, to carefully review procedures related to copyright. It is also clear that this legislation substantially increase costs to public institutions, education included. A case was made, during the public hearings, to provide educational institutions with an exemption under the Act. The sub-committee rejected the application for exemption and the government has indicated support for the sub-committee position.

APPENDIX 'A'

RECOMMENDATIONS

A CHARTER OF RIGHTS FOR CREATORS

1. The *Copyright Act* should be expanded to include new property rights which reflect modern forms of creative activity and the various ways of communicating the fruits of that activity. (page 6)
2. The revised law should recognize moral rights as an integral part of copyright. (page 8)
3. All remedies for infringement of an economic right should be available for infringement of a moral right. (page 8)
4. The term of protection for moral rights should be the same as the term of protection for economic rights. (page 8)
5. The new Act should provide a moral right to authorize the use of any protected work in association with products, services, causes or institutions. (page 8)
6. The revised Act should provide a moral right to prevent any modification of the original of an artistic work, including an element of a limited edition thereof, even in the absence of evidence of prejudice to the author's honour or reputation. (page 8)
7. The right should be limited in order to permit the physical relocation of the work, the alteration of a structure containing the work, and legitimate restoration and preservation activities. (page 8)
8. Unimpeded negotiations concerning the use and assignment of rights should be preferred whenever possible over compulsory arrangements, prohibitions and other predetermined outcomes. (page 8)
9. The Crown in the right of Canada and in the right of every province should be subject to the provisions of the *Copyright Act*. Any exception to the above rule should be included in statutes dealing with emergency powers rather than in the *Copyright Act*. (page 9)
10. Statutes, regulations and judicial decisions of courts and tribunals at all levels of jurisdiction should be in the public domain. (page 10)
11. There should be no copyright in government works except as follows:
    (a) a moral right of integrity to ensure the accuracy of works in the nature of standards should be provided;
    (b) works produced by a Crown agency, such as the Canadian Broadcasting Corporation or the National Film Board, the purpose of which is to entertain rather than to assist in policy debate and evaluation, should be protected; and

(c) custom-made statistics and statistical works in restricted circulation should be protected if it is found desirable to continue the practice of making these works available to particular users on a cost-recovery basis. (page 11)

12. Provincial public documents should have the same copyright status as federal ones and consultations should take place between the two levels of government on this issue. (page 12)

13. Written submissions sent to Parliament, Legislatures or to public bodies of inquiry should be in the public domain from the time of their receipt. (page 12)

14. The revised law should recognize that corporate and co-operative entities can hold and exercise full rights, including moral rights. (page 13)

15. First ownership of copyright should be vested in an employer in the case of works created by employees in the course of employment subject, as now, to any agreement to the contrary. (page 14)

16. The revised law should clarify the meaning of "employee." (page 14)

17. The copyright in commissioned engravings, photographs and portraits should vest in the author. (page 14)

WRITING AND PUBLISHING

18. In view of the originality involved in their preparation, editions of literary, dramatic, musical and artistic works should be protected against unauthorized reproduction for 25 years from publication. Protection should be extended on a reciprocal basis to those countries with similar protection. (page 16)

19. Translations should be expressly included in the revised law as proper subject matter of copyright protection, without prejudice to the rights of the owner of the copyright in the underlying work. (page 17)

20. Blank forms should not be specifically excluded from protection, but should be subject to the same criteria as other works. (page 17)

21. Maps, charts and plans should be treated as artistic works. (page 18)

22. Importation protection should be maintained for all copyright subject matter. (page 20)

23. A mechanism should be developed to compensate authors for the public lending of their works by libraries. The scheme should be independent of copyright law. (page 20)

24. A specific right of reprographic reproduction should not be introduced. (page 21)

25. No exception should be provided for reproduction by libraries. (page 22)

26. The revised law should not provide for a compulsory licence to translate literary works. (page 23)

27. The reproduction, public performance and printing compulsory licences should not be retained in the revised law. (page 23)

28. Provision should be made in the revised law for the Copyright Appeal Board to issue non-exclusive licences where a copyright owner cannot be located. (page 24)

THE VISUAL ARTS

29. Consideration should be given to a new designation of "artistic works" in general and to "engravings" in particular. (page 24)
30. The original of an artistic work should include separately identifiable reproductions of that work in a limited edition. (page 25)
31. "Works of choreography," "works of performance" and "pantomimes" should be placed in a separate category of protected subject matter. Such works should not need to develop a dramatic plot or sequence in order to be protected. (page 26)
32. Work on the revision of the *Industrial Design Act* should be accelerated. (page 27)
33. Pending revision of the *Industrial Design Act*, section 46 of the *Copyright Act* should be immediately amended to eliminate the availability of copyright to protect industrial articles incorporating functional designs. (page 27)
34. The revised law should recognize a right to exhibit the original of an artistic work in public. This right should also extend to artistic works which are part of a limited edition. (page 28)
35. *Droit de suite* should not be introduced at this time in the new Act. Ongoing study should be undertaken to evaluate fully the implications of the right. (page 29)
36. Ownership of copyright in a photograph should vest in the person who composed the photograph. (page 30)
37. There should be no specific exception from copyright liability for the benefit of photofinishers. (page 30)

MUSICAL WORKS

38. The category of musical work should be defined in an illustrative manner. (page 31)
39. The full range of economic and moral rights should apply to musical works, including the new moral right of endorsement. (page 31)
40. The revised law should not contain an exception for fairs and exhibitions from the payment of royalties for the public performance of music. (page 32)
41. The revised Act should provide an exception from copyright liability for the public performance of a musical work during a religious service. (page 33)
42. The revised law should not retain the compulsory licence for the making of sound recordings. (page 35)
43. The revised law should not contain a general exception for the public performance of copyright works by means of jukeboxes, radios, television sets and playback machines. (page 36)
44. The revised law should contain an exception from copyright liability for performances of protected works by means of radios, television sets and playback machines that incidentally take place in public. (page 36)

AUDIO-VISUAL WORKS

45. The new Act should provide for a distinct category of protected subject matter to be called "audio-visual works." (page 36)
46. Audio-visual works should be defined to include any work in which an image appears to be in motion, with or without sound, on any material support. (page 37)
47. Audio-visual works should be defined to include pre-programmed works where the movement of the picture may be the result of a player's interaction with a computer program. (page 37)
48. The new Act should define the phrase "in public" as regards the right to perform in public so as to include situations where individuals share living quarters by reason of their work, education, vacation or detention. (page 37)
49. "Performance in public" should be defined to include those performances effected by means of a video jukebox even where such performances can be viewed only by one person at any given time. (page 38)
50. The new Act, in defining "publication," should take into account the various methods of making a work available to the public other than by issuance of copies of that work. (page 39)
51. Audio-visual works should be protected for the shorter of 50 years following publication or 75 years following fixation. (page 39)

COMPUTERS

52. A new right to input any protected work into a computer should be provided in the revised law. (page 41)
53. There should be no right of display in the revised law. (page 41).
54. Fixation should be defined as all means capable of capturing a work, including capture in computer media, but excluding capture in a medium as volatile as a computer's main storage or display screen. (page 41)
55. With respect to the right of reproduction, a material form should be one that has a certain degree of permanence. (page 42)
56. Where a work created with the assistance of a computer is original the copyright in that work should be owned by the person responsible for its making and not by the owner of the copyright in the original program. (page 43)
57. Ownership in compilations produced by computer data storage and retrieval systems should be vested in the individual or entity primarily responsible for the arrangements undertaken for making the compilation. (page 44)
58. Computer programs should be protected by the revised law as a separate category of subject matter with the full regime of protection on the basis of reciprocity. (page 45)
59. The Act should provide an exception to the right of reproduction to permit the making of a back-up copy. (page 46)

60. The term of protection for computer programs should be the life of the author plus 50 years. (page 46)

61. The government should study the possibility of providing an exception to permit the reproduction of a substantial part of a pre-existing program as a non-substantial part of another program. (page 46)

62. Mask works fixed in semi-conductor chips should be protected by new legislation outside the *Copyright Act*. (page 47)

63. The mask works to be protected are a series of related images that represent the three-dimensional pattern of circuits and components fixed in a semi-conductor chip. (page 47)

SOUND RECORDINGS

64. A sound recording should be protected as a separate category of copyright subject matter. (page 49)

65. The revised law should provide the full regime of copyright protection to sound recordings. Public performance, transmission and retransmission rights should be extended only to nationals of those foreign countries which provide similar protection to Canadians. (page 51)

66. The owner of the copyright in a sound recording should be the individual or entity principally responsible for the arrangements undertaken for its making. (page 52)

67. The performance of a sound recording during a religious service should not constitute an infringement of copyright. (page 52)

68. The revised law should not contain an exception for the public performance of sound recordings by means of jukeboxes, radios, television sets and playback machines. (page 52)

69. The revised law should contain an exception from copyright liability for uses of sound recordings that incidentally take place in public. (page 52)

70. Sound recordings should be protected for the shorter of 50 years following publication or 75 years following fixation. (page 52)

PERFORMERS' PERFORMANCES

71. The performances of performers should be a new category of subject matter with the necessary regime of protection. (page 55)

72. The protection of performers' performances should be extended to nationals of those foreign countries which provide similar protection to Canadians. (page 56)

73. Performers should be the first owners of the copyright in their performances. (page 56)

74. Performers' performances should be protected for a term of at least 20 years from the time of fixation of the performance. (page 57)

C. BROADCASTS

75. Broadcasts should be protected under the revised Act. (page 58)

76. The rights attaching to broadcasts should be

    (a) a right of reproduction;

    (b) a right of transmission;

    (c) a right to authorize each of the above; and

    (d) a right of retransmission. (page 58)

77. The rights should be provided to foreign broadcasters on the basis of reciprocity. (page 59)

78. Broadcasts should be protected for a period of 25 years from the date of their fixation. (page 59)

79. It should not be a copyright infringement to use incidentally an artistic work without authorization in a broadcast. (page 60)

80. Exceptions should be provided for the making of ephemeral recordings by broadcasters:

    (a) pursuant to CRTC regulations, or

    (b) in order to permit the broadcast of the program in a different time zone provided that the recording is erased after eight days. (page 62)

81. A broadcaster should not be required to identify the authors of works broadcast except where the identification is incorporated in the work itself. (page 62)

FAIR DEALING

82. The present fair dealing provisions should not be replaced by the substantially wider "fair use" concept. (page 65)

83. The nature of fair dealing as a defence to an action for infringement should not be changed. (page 65)

84. The purposes for which fair dealing can be a defence should be retained but should be revised to indicate that research must be private to qualify and to indicate that all media of news reporting are covered. (page 66)

85. Factors to be considered by the court may be listed but should be illustrative only and not priorized. (page 66)

86. Fair dealing should not apply to unpublished works. (page 66)

REQUESTS FOR SPECIAL CONSIDERATION

87. The revised law should permit the production of special media materials without the authorization of the copyright owner but with payment to be made in accordance with tariffs established by the Copyright Appeal Board. (page 68)

88. The revised law should provide an exception to permit an archival institution to make a copy of a work which is not otherwise available and which is already in its collection, for the purpose of preserving the archival copy of that work. (page 70)

89. An exception should be provided to permit an archival institution to make a copy of a work for another archival institution where the latter has received a request for a copy of a work from an individual researcher for the purpose of private research. The making and issuance of copies under this exception should not constitute publication. (page 70)

90. The revised law should provide an exception to permit teachers and students, in the normal course of teaching activities to:

    (a) perform a work in public;

    (b) transmit and retransmit a work within the confines of a single educational institution. (page 71)

91. An exception should be provided to allow for the reproduction of a work as part of questions to be asked, or answered, in an examination. (page 71)

RENTING RIGHT

92. A new renting right attaching to all categories of protected subject matter should be provided in the revised law. (page 73)

HOME COPYING

93. Home copying should be permitted under the revised law subject to the payment of compensation in the form of a royalty on the material support and on the machine used to reproduce the work. (page 76)

94. The mechanism for establishing the amount of royalties should be the filing of tariffs for approval by the Copyright Appeal Board. (page 77)

95. Payment should be made by the manufacturers or importers directly to the collectives. (page 95)

96. Where works are protected on a reciprocal basis, the owners of copyright in those works should participate in the compensation system on a reciprocal basis. (page 77)

RETRANSMISSION

97. A retransmission right should be provided in the revised law. (page 78)

98. Where works are protected on a reciprocal basis, the owners of copyright should benefit from a retransmission right on a reciprocal basis. (page 78)

99. The government should examine the desirability of bringing all broadcasting and retransmission activities under an expanded definition of a transmission right. (page 80)

100. The right of retransmission should be defined in general terms and should not depend on current technology. (page 80)

101. Common carriers should be exempted from copyright liability. (page 80)

102. The right of retransmission to be provided in the revised law should be limited by a compulsory licence, with tariffs to be established by the Copyright Appeal Board. (page 81)

103. The Copyright Appeal Board should determine the total economic value of all retransmission activities in Canada. (page 81)

104. The Board should set a tariff based on that evaluation and whatever other criteria that the Board deems relevant but should not consider the number and composition of the signals carried by an individual retransmission system. (page 82)

105. In assessing the economic value of retransmission activities, the Copyright Appeal Board should assign a lower value to the retransmission of local signals. (page 82)

106. Local signals should be defined as those reaching the broadcaster's target market by whatever means. (page 82)

107. The target market of the broadcaster should be determined by reference to such factors as the content of the programming involved, the marketing activity of the broadcaster, and the origin of the broadcaster's advertising revenues. (page 83)

108. Retransmission systems should be considered within the scope of a broadcaster's target market irrespective of the broadcaster's success in deriving income from it, as long as the broadcaster's own behaviour demonstrates an intent to benefit from it financially. (page 83)

109. Small cable systems serving small and isolated communities should be shielded from any material impact arising from the introduction of a retransmission right. (page 83)

COLLECTIVES

110. The collective exercise of copyright should be encouraged. (page 88)

111. The Copyright Appeal Board should be vested with the authority to regulate all collectives. (page 88)

112. Membership in collectives should continue to be voluntary. (page 88)

113. Creators should continue to be allowed to grant exclusive licences to collectives. (page 88)

COPYRIGHT APPEAL BOARD

114. The Copyright Appeal Board should be re-named the Copyright Board. (page 89)

115. The Board should not be granted powers to intervene in the administration of collectives. (page 90)

116. The Board's jurisdiction should be limited to hearing evidence only where a proposed tariff is in dispute. (page 91)

117. The Board's jurisdiction should be limited to setting rates. (page 91)

118. The Board should be granted the usual powers of a court of record, including the authority to issue subpoenas and require the production of documents. (page 92)

119. Dealings with the Board should be with the Board directly, and not through the responsible Minister. (page 92)

120. Previously approved rates should remain in effect until such time as the Board has approved new rates. (page 92)

121. The Board's decisions should be subject to appeal to the Federal Court on matters of law. (page 92)

122. The Board should be composed of five permanent members, appointed for a fixed renewable term by the Governor in Council. (page 93)

123. Members should be removable only for cause. (page 93)

124. Members of the Board should have legal, financial or copyright expertise. (page 93)

125. The Board should be supported by its own staff and outside professional assistance as required. (page 93)

126. The Board should be an independent body reporting to Parliament through the responsible Minister. (page 93)

REGISTRATION

127. A voluntary system of copyright registration should be maintained. (page 95)

128. In an application for copyright registration, more information, supported by an affidavit, should be provided to the Registrar as to the identification and nature of the work and as to how the applicant derived title. (page 95)

129. Fees for registration should be set at a level which will ensure that the system is administered on a cost recovery basis. (page 95)

130. Requirements for registration of a work consisting of multiple parts should be clarified. (page 95)

131. The legal effect of a certificate of registration should be to establish two rebuttable presumptions: that copyright subsists in the work and that the person named as owner on the certificate of registration is the owner of the copyright in the work. (page 96)

INFRINGEMENT AND REMEDIES

132. The definition of what constitutes copyright infringement should be reviewed. (page 98)

133. The existing system of civil remedies should be used as the basis for revision. (page 98)

134. A system of statutory damages should be introduced. (page 98)

135. The protection afforded by Schedule C of the Customs Tariff should be retained. (page 98)

136. The criminal offences under the existing Act should be retained and the monetary penalties increased to one million dollars. (page 98)

137. Study should be made of the feasibility of extending pre-judgment procedures presently available only in one or the other of Canada's legal systems, to both systems. (page 98)

Education Centre
100 Main St. West
Hamilton, Ontario
1987 03 03

To the Chairman & Members
Education Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

GENERAL

Superintendent of Curriculum & Special Services

(a) That a grant application in the amount of $2,162. to Employment and Immigration Canada (Challenge - SEED) for Cooperative Education Assistant to be employed for 13 weeks commencing June 1 at a cost of $183.00 to the Board be approved.

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1987 02 23.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

"JUST SAY NO" PROGRAM

This program will be sponsored by the East Hamilton Optimist Club with the purpose of educating elementary school students against the use of drugs.

The target audience is students from Grades 4-8 in the public and separate schools in the central and east end of Hamilton. The program is planned for **Sunday, May 10, 1987.**

The program has been presented successfully in other cities and has good potential for our students. It would compliment our current in-school drug awareness programs and assist us in our overall student drug prevention plans.

RECOMMENDATION

That the trustees and officials co-operate with the East Hamilton Optimist Club in presenting the "Just Say No" drug awareness by

1. assisting in the dissemination of information to the school communities

2. encourage students in our schools to attend the presentation.

Prepared and submitted by K. A. Rielly

Approved by A. J. Krever

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1987 02 25.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the promotion of Allan Male, approved at the February Meeting, be changed to read, "That Allan Male be appointed to the position of Acting Vice-Principal of an Elementary School, effective 1987 02 13, with salary according to schedule."

(b) That the promotion of Robert L. Macoritti, approved at the February Meeting, be changed to read, "That Robert L. Macoritti be appointed to the position of Acting Vocational Assistant to the Principal of a Secondary Vocational School, effective 1987 02 16, with salary according to schedule."

(c) That Beverley McDonald be appointed to the position of Acting Department Head of Girls' Physical Education, effective 1987 09 01, with salary according to schedule.

(d) That John Liddell be appointed to the Probationary Staff, effective 1987 03 23, with salary according to schedule.

(e) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Patricia Ashton, 1987 01 05 to 1987 01 30

Andrew Blaber, 1987 01 13 to 1987 02 13

Barbara Jarrett, 1987 01 05 to further notice

Julie Marshman-MacCuish, 1987 04 06 to 1987 06 30

Gwen M. Myatt, 1987 02 02 to 1987 05 29

Linda R. O'Brien, 1987 02 04 to further notice

Deanna Richardson, 1987 01 08 to further notice

Brad Ryan, 1987 02 16 to further notice

Sabastiano (Sam) Santucci, 1987 02 02 to further notice

Marilyn Vanderdussen, 1987 01 13 to further notice

(f) That the requests of the following teachers for a Maternal Leave of Absence, effective as shown, be granted in accordance with conditions governing Maternal Leave:

Jeannie Hughes, 1987 03 24 to 1987 07 21

Mary Robertson, 1987 05 04 to 1987 08 28

Brenda Stewart, 1987 05 04 to 1987 08 28

(g) That the request of Janice R. Wilson for an extension of her Personal Leave of Absence until 1988 01 31, be granted.

(h) That Malcolm Buchanan be granted a Leave of Absence from teaching duties, commencing 1987 03 13 to 1987 06 30, in order to accept a position with the Provincial Ontario Secondary School Teachers' Federation.

(i) That the request of Constance Hall for a Leave of Absence, effective 1987 02 02 to 1987 08 31, approved at the February Meeting, be rescinded.

(j) That the resignation of Stephen Oneschuk, Principal, who is retiring on superannuation, effective 1987 06 30, be accepted with regret and that he be considered for gratuity in accordance with the Board's plan.

(k) That the resignations of the following teachers, who are retiring on superannuation, effective as shown, be accepted with regret, and that they be considered for gratuity in accordance with the Board's plan:

James A. Bell, 1987 06 30

Victoria Bowes, 1987 06 30

Leslie Bridgehouse, 1987 06 30

Jessie Bullis, 1987 08 08

Mary Campbell, 1987 06 30

Ronald C. Clark, 1987 06 30

Marion Eby, 1987 06 30

Jack Ewan, 1987 06 30

Edmond Gretzky, 1987 06 30

Robert Hadcock, 1987 06 30

John Jacina, 1987 06 30

Ross Jones, 1987 06 30

Alice Lusted, 1987 06 30

Gertrude McIlwraith, 1987 06 30

Marion Riddell, 1987 06 30

Marion Sims, 1987 06 30

Frank V. Stanton, 1987 06 30

William J. Thompson, 1987 06 30

Jessie R. Windsor, 1987 06 30

(l) That the resignation of Donald Taylor, who is retiring on superannuation, effective 1987 04 14, be accepted with regret.

(m) That the effective date of Katherine Scarth's timetable increase, approved at the February Meeting, be changed to 1987 02 02.

(n) That the following trip requests be approved:

(i) Elizabeth Bagshaw, Grade 7, Ottawa, 1987 05 04-06 (Monday to Wednesday)

(ii) Hampton Heights, Grades 7&8, Lancaster, N.Y., 1987 03 07

(iii) Huntington Park, Grade 1/2, Children's Museum, Story Book Gardens, London, 1987 05 25

(iv) Ryerson, Grade 8, Artpark, Lewiston, N.Y., 1987 06 05

(v) Westview, Grades 6&7, Outdoor Education, Camp Arowhon, Algonquin Park, 1987 06 16-19 (Tuesday to Friday)

(vi) Glendale, Grades 9-13, New York, N.Y., 1987 05 06-10 (Wednesday to Sunday)

REQUESTS RE: "FOUR OVER FIVE" PLAN

(a) That approval be granted for the request of Wendy Cole for a Leave of Absence under the Salary Holdback Plan ("4 Over 5") for the 1991-1992 school year, effective 1991 09 01 to 1992 08 31, subject to the negotiated Secondary School Collective Agreement.

(b) That approval be granted for the request of Robert V. Matotek for a Leave of Absence under the Salary Holdback Plan ("4 Over 5") for the 1991-1992 school year, effective 1991 09 01 to 1992 08 31, subject to the negotiated Secondary School Collective Agreement.

(c) That the Board rescind the leave of absence granted to John P. Morrison for the second semester of the 1987-1988 school year, effective 1988 02 01 to 1988 08 31 and approve his request to withdraw from the Salary Holdback Plan ("4 over 5").

GEORGE R. ALLAN ELEMENTARY SCHOOL

HOME AND SCHOOL BRIEF

RE: ACCOMMODATION

CONTENTS

We, the Home and School Association of George R. Allan School, request that you reconsider your rejection of the Accommodation Committee recommendation to build a permanent, two storey addition to the school.

At our information meeting of February 2, 1987, over 200 parents attended and expressed concern that the decision to rent space is another short term solution to a long term problem. As the present solution was proposed at such short notice, costs, other than rent, have been overlooked. There may also have been educational oversights.

We all agree that at present, the available space is overcrowded, (enrolment is at 103% capacity), and therefore, all of our accommodation needs are not being met.

We also all agree that the statistics collected by the Board show that the total student numbers will remain firm.

> "when the French Immersion program matures to grade 5 (in 1990-91), the enrolment at G.R.A. should stabilize at slightly over 500."

Research Services Department
Hamilton Board of Education
January, 1987

The present "facilities are inadequate to house the expected increased enrolment."

Accommodation Report 1986-87

The Accommodation Committee Report contained three written and one verbal option to resolve the George R. Allan accommodation problem.

They were:

Scheme 1 Portables

Scheme 2 Demountables

Scheme 3 Permanent Addition

Verbal 4 Renting Space

After considering those 4 alternatives, the Accommodation Committee recommended,

> "That a two-storey permanent construction addition be made to George R. Allan Elementary School"

The rationale for this recommendation is as follows:

Scheme 1 "Three new portables . . . could be placed on the site, in addition to the existing portable P1 and 3 portables for outdoor education." (Accommodation Report 1986-87)

HOWEVER: "This proposed scheme will reduce play area, clutter up the site and provide an unsatisfactory solution to the long term accommodation problem."

(Accommodation Report 1986-87)

Scheme 2 A single-storey demountable addition could be added to the north/west corner of the existing structure.

HOWEVER: "A single-storey demountable addition will reduce the paved playground area. The advantages of demountability will not be applicable"

(Accommodation Report 1986-87)

Scheme 3 A "two-storey permanent construction addition" could be made to George R. Allan.

(Accommodation Report 1986-87)

"A two-storey permanent addition will give the best site utilization and blend with the existing building."

(Accommodation Report 1986-87)

Verbal 4 The Board could make "use of the Anshe Sholom Temple next door to the school. The temple has good lighting, is a good size, has met up to date fire regulations and is next to the creative playground at George R. Allan."

(Minutes of the Special Meeting of the Education Management Committee 1987 01 07)

HOWEVER: No written report regarding this option was given at the time of the Accommodation Report.
There was a brief verbal statement as shown in the minutes of the Education Management Committee, 1987 01 07.
The Accommodation Committee did not endorse this option, but continued to support the building of a permanent construction as the only feasible solution to the long term accommodation problem at G.R.Allan.

The Home and School of G. R. Allan supports the rationale of the Accommodation Committee. We have further outlined our rationale in the following schedules:

1) Enrolment Trends and Demands on School Space

2) Financial Analysis Rental vs Building

3) Concerns re Rental Facility - Educational
   - Safety

4) Further Analysis of Accommodation Recommendations

The research and conclusions that we have documented parallel those of the Accommodation Report. We urge you, the trustees, to re-examine that report and its recommendations.

The Home and School Association for George R. Allan therefore requests the Board to build a permanent addition to the school, as the most appropriate long term solution to the accommodation problem.

SCHEDULE 1 - ENROLMENT TRENDS AND DEMANDS ON SCHOOL SPACE

!. Because of the school's proximity to RBG property, there is a Board sponsored outdoor education centre, housed in three portables, on the school site.

2. At present, the school has a French Immersion Program to grade 2, and a self-contained class for gifted students.

3. There have already been three additions to the school, and the area is once again seeing a growth of young families, attracted by the location and the availability of French Immersion.

4. An additional portable was added last year, to meet some of the accommodation needs of the increasing numbers. This still leaves the school with the LRT program in a space adjoining the women teachers' washroom, the itinerant French and English teachers with no room, and the Junior Kindergarten program in basement facilities.

5. In the "Four Year Review of Enrolment Trends for G.R.Allan School" published by the Research Services Department of the Hamilton Board of Education in January, 1987, it summarizes and forecasts enrolment:

September each year	Total enrolment
1980-81	336
1981-82	326
1982-83	351
1983-84	384
1984-85	406
1985-86	431
1986-87	456
(Forecasts)	
1987-88	473
1988-89	494
1990-91	514
1991-92	502

6. The diagram on page 9 of the Accommodation Report highlights the "New Demands on School Space". In it, there are listed some of the "additional users of school space".

-adult education
-computer laboratories
-special education
-learning resource teacher
-DART meeting area
-violin classes
-remedial parent volunteers
-junior kindergartens
-T.T. satellite classes
-gifted LRT
-itinerant teachers

Therefore, this schedule supports the position that this is a long term problem requiring a permanent solution.

SCHEDULE 2 - FINANCIAL ANALYSIS: RENTAL VS BUILDING

1. As classrooms in the rental facility are smaller than average classrooms, (580 sq.ft., including cloakroom vs 725 sq. ft. excluding cloakroom), class sizes should be reduced accordingly. This may necessitate an additional teacher being hired. Mr. Kennedy assured us that "planning will take into consideration room size and class size", letter 1987 02 16.

   The salary of another teacher would surely inflate proposed cost.*

2. Rental facility costs were overlooked at the time of the decision to rent. Adaptations will have to be made such as:
   - -PA installation and removal $2 300
   - -pathway installation $700.
   - -fence opening $100.

   (letter, Mr. Kennedy 1987 02 16)

   It should be noted that after these adaptations, there will be no equity.*

3. There may be the necessity to duplicate equipment and resources already in place in the school. Even though Mr. Kennedy assures us that "The equipment items mentioned can be requested by the principal through our area budget process", it is possible that money spent for items needed in the short term for the rental facility would be better spent elsewhere.*

4. We were told by Mr. Penner that at 8% interest, the Board will save about $28 000 by delaying building for one year. However, the sum of the cost of inflation at 4% ($14 000), the cost of rental fees, the salary of an additional teacher, plus the cost of adaptations to the rental facility effectively eliminate the projected saving.

   In fact, this would result in a net deficit.*

Therefore, it is clear that there are no financial advantages to renting on a short term basis. Rather, a long term solution must be found.

SCHEDULE 3 - CONCERNS RE RENTAL FACILITY - EDUCATIONAL

1. One of the critical concerns is that the classroom size at the rental facility is considerably smaller than that of a classroom at the existing school. We, as parents, are in the position now of being "twice burnt" on the PTR allowed at the school in the past two years. Mr. Kennedy's assurance that "planning will take into consideration room size and class size" did not happen this year. As a result, our children were shuffled around at Christmas again.

   The smaller class sizes in the rental facility must be translated into smaller class PTR and must not increase the class sizes in the main building. Therefore, it may well be that additional teaching staff will have to be hired.

2. The spontaneous use of resources in the main building, particularly the library, will be limited.

3. There is the concern of loss of educational time spent travelling and dressing to get to gym, assemblies, music, library, etc.

4. There is a psychological disadvantage to being isolated from the main school building, making cohesiveness in the school difficult.

5. There will not be exclusive use of the rooms for school purposes. This could lead to inadvertent loss or damage of materials for both the school and temple occupants.

6. There is the concern of distractions during temple use for holy days, funerals, etc. Large numbers of people will be in the facility.

7. There is a question of access to the rooms for staff before school, after school and during holidays.

8. There is concern about the possibility of restricted curriculum, due to, e.g. lack of space for adequate resources, activity centres, etc.

None of these educational concerns would have to be addressed if the Board could house the students within the school building.

SCHEDULE 3 - CONCERN RE RENTAL FACILITY - SAFETY

Mr. Kennedy has written, "The Board has always been concerned regarding the safety of students. The parking lot/driveway issue will be addressed in negotiations. Students will be properly instructed regarding their new environment and safety practices to be followed."

(letter, Mr. Kennedy, 1987 02 16)

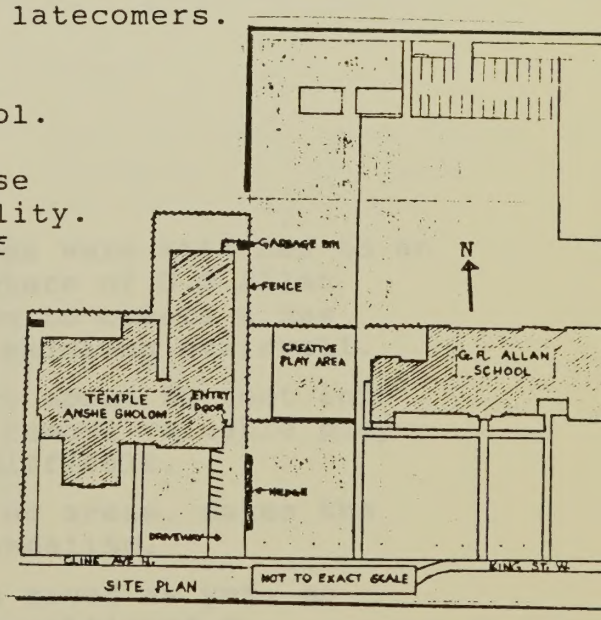
1. The parking lot/driveway issue is certainly a major concern. Its use during recent funerals at the temple points out just how dangerous a situation this is. The access door was blocked by vehicles.

2. Another hazard is the garbage disposal truck which drives into the driveway and backs out.

3. The multiple uses of the facility (weddings, funerals, etc) means delivery trucks will also be a concern.

4. Students coming from homes west of the school would naturally walk up the busy parking lot driveway as the shortest route to their school entrance. This cannot be rigidly controlled unless a teacher supervises until all pupils are counted in attendance. This is particularly difficult to monitor for latecomers.

5. The basement windows of the temple do not allow good visibility to the school. This makes it necessary to closely supervise the traffic flow, or to house the older students in the rental facility. Older pupils use the many resources of the school more often than the younger ones, so this trade-off is undesirable. This need to supervise pupils over an outside distance further limits easy access to resources in the main building (library, etc.).



None of these safety concerns would have to be addressed if the Board could house all pupils within the school building.

Some of these safety questions could have to be answered if the boards could begin all hospital within the school building.

SCHEDULE 4 - FURTHER ANALYSIS OF ACCOMMODATION RECOMMENDATIONS

SCHEME 1 PORTABLES

a) Repairs, heat and light make maintenance more costly.

b) A cold winter climate is not conducive to portable use.

c) Playground space is further reduced.

d) Playground supervision is complicated.

e) Unlike crowded mountain schools, which are in areas of housing development, our numbers are increasing within existing housing.
Overcrowding on the mountain can be handled with short term portables followed by (i) building new schools, as in block 79 or (ii) reopening any of several closed schools, e.g. Norwood Park, Highview, Burkholder.
Given that the above, i and ii, are not possible in our situation, adding portables would be an unsatisfactory long term solution.
If G.L. Armstrong, surrounded by closed schools, merits a large addition, surely our position is as deserving of a permanent solution.

SCHEME 2 DEMOUNTABLES

a) The Prince Philip demountables were attached to an existing exit. The architecture of G.R.Allan would mean a large renovation to create a new entrance and a change in an existing stairwell.

b) The demountable would project about 80 feet into the playground. This would remove valuable play-space and make supervision difficult.

c) The design, creating sheltered areas, makes the school more vulnerable to vandalism.

d) "De-mountables have not been moved as yet; so a fixed price has not been established."

(letter, Mr. Kennedy 1987 02 16)

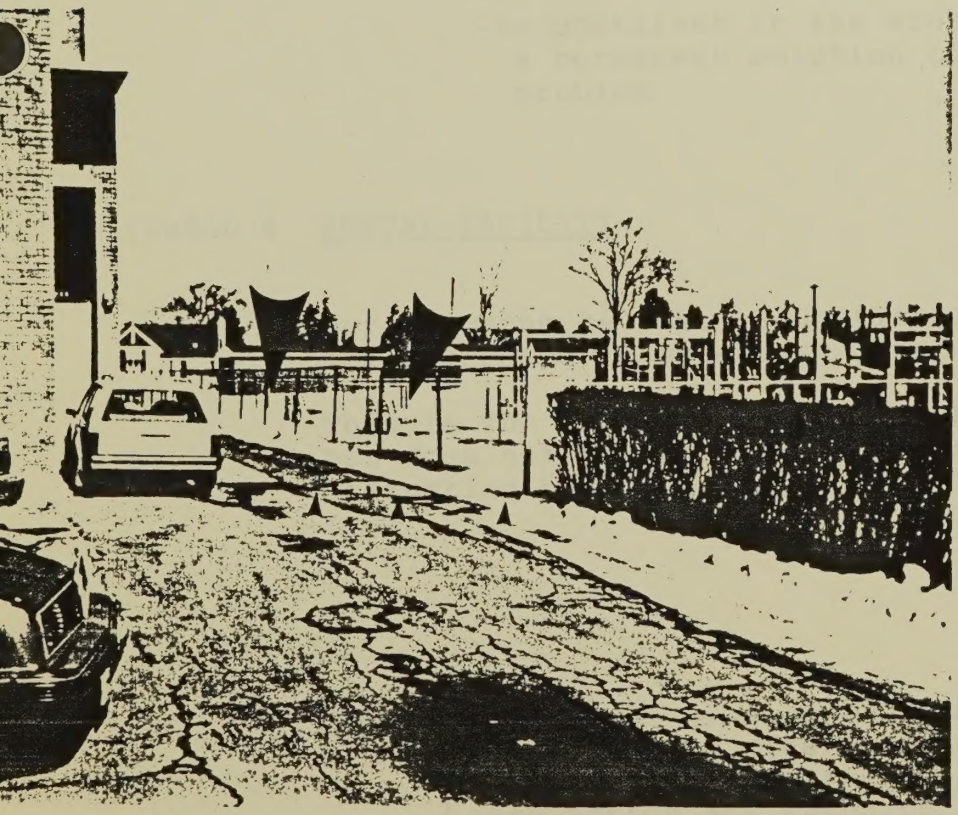
#1. Arrow to disposal container.

Arrow to fire exit door.

Note:

Note;car blocking fire exit door.

Note:long driveway disposal vehicle must back out of in relation to exit.



#2. Arrow to fence.

Note:

Note:children must cross driveway to gain access to the main building.

February 5, 1987

SCHEDULE 4 - continued

SCHEME 3 PERMANENT ADDITION

"A two-storey permanent addition will give the best site utilization and blend with the existing building."

Accommodation Report 1986-87

As well, the permanent addition would:

- preserve playground space
- be cheaper to maintain
- protect the unity of the student body
- provide easy access to all resources
- prevent educational time loss
- remove the security risk (vandalism)
- be costliest in the short term, but provide a permanent solution to the accommodation problem

VERBAL 4 RENTAL FACILITY

Our concerns re cost, educational and safety factors are addressed in schedules 2 and 3.

This is the cheapest short term housing of pupils, but does not address the long term problem while disrupting the children.

This schedule clearly outlines the positive and negative features of each option and supports that position that a permanent two-storey addition should be constructed.

A G E N D A

EDUCATION MANAGEMENT COMMITTEE

1987 03 31

Confirmation of the minutes of the last regular and special meeting of 1987 03 12.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: Amendments to Regulation 262 (requested by Trustee Baskin at March E.M.C. - 1987 03 03) **page 1.**

NEW BUSINESS:

1. Recommendations of the Director of Education **page 2.**
2. A.L.S.B.O. Computer Based Learning Materials Project **pages 3-5.**
3. O.S.:I.S. and Textbooks - Five Year Textbook Plan **pages 6-8.**
4. School Year Calendar **pages 9-22.**
5. Administrative Exchanges **page 23.**
6. Report of the Committee to Study the Future of Secondary School Accommodation on the Mountain **pages 24-25.**
7. Report of the Special Education Advisory Committee **page 26.**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: George R. Allan Elementary School **pages 27-30.**

NEW BUSINESS:

1. Recommendations of the Director of Education **pages 31-34.**
2. Presentation from Parents' Group re: Transfer of Developmentally Delayed Students from Thornbrae Elementary School to Huntington Park Elementary School **pages 35-36.**
3. McMaster Teen Project - Update **pages 37-40.**
4. Summer Skill School **page 41.**
5. Ontario Child Health Study **pages 42-47.**
6. Progress Report - Committee to Study the Future of French Immersion **page 48.**

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1987 03 13.

To The Chairman and Members,
Eduation Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

REGULATION 262

Background

Earlier this year the Director and officials were requested by the Regional Office of the Ministry of Education to react to proposed amendments to Ontario Regulation 262.

The proposed changes to the Regulation were made by Ministry personnel based on input gathered through the Ministry's review processes. Four main principles are incorporated in these proposed changes:

- a policy of deregulation
- increased accountability at the local level
- equal access/opportunity
- opposition to the use of corporal punishment

The reactions of the officials are outlined in the column on the right hand side of the appended pages.

Recommendation:

That the input of the officials to the various sections of Regulation 262 be received for information.

Note: The Board may wish to consider a reaction to Regulation 262 or to endorse the reactions made by the officials.

Prepared by Academic Officials
Submitted by K. A. Rielly
Approved by A. J. Krever

1987 03 31.

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

Superintendent of Curriculum & Special Services

(a) That a grant application in the amount of $3,958.00 to Employment and Immigration Canada, Challenge '87 - SEED (Summer Employment/Experience Development) for a Clerical Assistant and a Computer Assistant for the Computer Studies Department at the Education Centre from June 8 to September 4, 1987 at a cost of $366.00 to the Board, be approved.

(b) That the names of those texts listed be approved for use in the schools and be added to the lists of texts previously approved by the Board of Education for the City of Hamilton.

100 Main Street West,
Hamilton, Ontario.
1987 03 31

To the Chairman and Members,
Education Management Committee,
Board of Education.

Ladies and Gentlemen:

RE: ALSBO Computer Based Learning Materials Project
Proposal for Phase III

This proposed program is the extension of the ALSBO Computer Based Learning projects. The purpose of this project, employing video cassettes is to provide teachers with audio visual advice and assistance in the use of computer programs already completed in the initial two phases of the project. (See Appendix A). These phases include 28 software programs, seventeen of which have been made available to participating boards. In an effort to assist teachers unfamiliar with the advantages of use of these particular pieces of software the committee of participating ALSBO Board members proposed this phase III project.

The Hamilton board has the facilities and personnel to make a contribution to this project. As with the other two phases of the project, our board as a contributor will share in having free use of all the videos prepared. This phase of the project will provide a valuable in-service tool for teachers in using this software with students.

RECOMMENDATION

It is recommended that:

The Hamilton Board of Education participate in the Phase III ALSBO Computer Based Learning Materials Project and that the costs be charged to the existing software budget for 1987.

Prepared by: L. J. McLachlan,
Area Superintendent of Education.

Submitted by: C. G. W. McKague,
Superintendent of Curriculum and Special Services

Approved by: A. J. Krever,
Director of Education.

ALSBO COMPUTER-BASED LEARNING MATERIALS PROJECT
PROPOSAL FOR PHASE III

For submission to : ALSBO Member Boards and Ontario Faculties of Education

1. The Consortium Approach

Each ALSBO Member Board, whether or not a participant in Phase I and/or II, and each Faculty of Education in the province will be invited to participate in Phase III of the ALSBO Computer-Based Learning Materials Project.

The purpose of the consortium will be to produce high quality, short (5-10 minute) videotapes to accompany the lessonware produced in Phases I and II of the ALSBO Project.

The aim of the videotapes will be to assist teachers to use computer software as teaching and learning tools. Boards can use the videotapes as part of an in-service program for teachers at the elementary and secondary levels.

Management, control and guidance of the production of the videotapes will rest with the Steering Committee. The Committee will be made up of one representative of the participating boards and the faculties of education.

2. Contribution

Each participant in the consortium will contribute $3000 to the Project and will agree to produce at least one videotape. A copy of that videotape must also be supplied to the other participants with an additional copy to ALSBO for marketing purposes.

A minimum of 10 participants will be required for the consortium to operate.

3. Control

The Steering Committee will manage the funds collected by the consortium (a minimum of $30,000).

Funds collected will be used to retain the services of an educator-project co-ordinator who will be appointed by the Steering Committee.

The co-ordinator will consult with the staff of the participating boards/faculties to ensure a minimal set of standard requirements for the structure and content of each video with a view to maintaining co-ordination of the general approach and, at the same time, allowing each participant maximum creativity to work with the unique content of each lessonware program. The intent is to produce videos with the following characteristics:

- 5 to 10 minute duration
- ultimate responsibility to be with the producing board/faculty for administration, permissions, scripting, editing, etc.
- central message to teachers to be "students at work using the computer program in exemplary ways"

- guiding principle to be "show, not talk"
- include supportive and logistical information as it contributes to student-teacher-program interaction
- provide direction about title screen credits.

4. Board/Faculty Production

Participants must be capable of producing a videotape to the standard represented by the East York Board's production, Shape Mate.

The head of the audio-visual department of the board/faculty should be the contact person for the ALSBO project co-ordinator.

A production team consisting of the audio-visual head, an assigned technician, camera/sound operator and the appropriate subject consultant/co-ordinator should be established.

A 1-3 page shooting script should be developed and discussed with the ALSBO co-ordinator prior to filming.

Consultation with the lessonware author and his/her identification as a teacher in an ALSBO Member Board and a sponsored participant in Phase I or II is necessary.

Release forms from parents must be obtained before any taping is undertaken.

Identification in the video of the participating school/faculty is desirable.

A final set of complete programs on VHS cassette is to be delivered to the project co-ordinator on an date agreed upon by the co-ordinator and the board/faculty contact person.

To qualify for distribution by ALSBO and participation in any royalties generated by sales, the videotape must satisfy the conditions outlined above according to the interpretation of the ALSBO co-ordinator and the final arbitration, if necessary, of the project Steering Committee.

5. Distribution and Sales

Participants will receive one copy of each videotape produced by the consortium (minimum 10). ALSBO will undertake distribution using a model similar to the distribution by the Halton Board of the Phase I lessonware.

Non-participating ALSBO Member Boards, Faculties of Education and Ontario school Boards will be entitled to purchase the videotapes at a price to be determined by the Steering Committee. Revenue from the sale of videotapes will be shared equally, as royalties, among participants.

6. Video Production to take place in 1987.

7. Commitment

Commitment to the consortium must be received in writing from boards/faculties by March 31, 1987.

1987 03 31

To The Chairman & Members
The Education Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: O.S.I.S. and TEXTBOOKS

The policy document of the Ministry of Education: Ontario Schools: Intermediate and Senior was delivered to the schools on September of 1983. It outlined the organizational and curricular renewal of intermediate and senior division education in Ontario.

This document heralded the renewal of all extant curriculum guidelines over a six year period. The schedule for the release of such new guidelines is as follows:

1983	Computer Studies
1984	Guidance
1984	English OAC's
1985-87	Technological Studies (Parts A, B, & C)
1985	Personal Life Management
1986	Mathematics (7-12/OAC)
1986	Visual Arts
1986	Dramatic Arts OAC
1986	French (Core, Extended, Immersion, OAC)
1986-87	History & Contemporary Studies (Parts A & B)
1986	Latin OAC
1987	Business Studies - Policy
1987	Economics (1, 12, OAC)
1987	Family Studies (7-12/OAC)
1987-88	Science 7-12 (15 sections)
1987	Classical Civilization
1987	Fashion Arts (11, 12)
1987	Food & Nutrition Sciences (11, 12)
1987	Music (7-12/OAC)
1987	Computer Studies (OAC)
1987-88	English (7-12)
1987-88	Modern Languages (9-12/OAC)
1987-88	Health & Physical Education (7-12/OAC)
1987-88	Geography (7-12/OAC)

When a new guideline is issued, the Ministry allows one year, as a general rule, before its implementation becomes mandatory. As well, a phase-in period, grade by grade is possible and, indeed, desirable.

We either have the new guidelines at the present time or have preliminary drafts of them. As a result, we are able to predict, with some degree of accuracy, our textbook needs over the next few years based on the degree of difference in courses between old and new guidelines.

The attached chart, revised from the one presented to trustees during budget review is our estimate of textbook budget requirements to the year 1990 based on curriculum renewal as evidenced in the new guidelines. It is expected, after 1990, that the textbook budget will resume a pattern similar to that of the past few years. This proposed 3-year plan does not take into account the proposed change in Regulations 262, Section 7 (4):

> *(4) A board shall provide without charge for the use of each pupil enrolled in a day school or in a continuing education course for which credit is given, operated by the board, such of the textbooks selected under subsections (1) and (2) as relate to the courses in which the pupil is enrolled.*

RECOMMENDATION:

THAT AS A RESULT OF THE CURRICULUM RENEWAL EMANATING FROM O.S.:I.S., BUDGET PROVISION BE MADE FOR THE NEXT 3 YEARS FOR TEXTBOOKS AS FOLLOWS:

1988 - $2,050,000
1989 - $2,250,000
1990 - $2,130,000

(EXCLUDING COSTS OF GRADE 13/OAC TEXTS)

Prepared & Submitted by: C. G. W. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

/mg

TEXTBOOKS

A. PRE-OSIS BUDGETS:

	YEAR	BUDGET	ACTUAL
	1982	$ 1,020,500	$ 949,657
	1983	562,600	597,008
	1984	1,232,197	1,197,494
	1985	1,043,703	1,024,277
	1986	1,021,281	1,113,957
Proposed:	1987	1,582,801	
	1988	* 2,033,457	
	1989	* 2,265,357	
	1990	* 2,129,357	

* No inflation factor built in

B. ADDITIONAL

NEEDS FOR GRADES 7 & 8: (As a result of OSIS)

YEAR	Business	Computer	Coop.	English	Fam.St.	Guidance	Language	Immer.	History	Math	Music	P.E.&H.	Science	Tech.	Vis.Arts	Geog.	TOTAL
1987	Nil	Nil	Nil	65,000	13,000	Nil	Nil	7,000	10,000	No	2,500		6,000	2,000	4,481	nil	109,981
1988	Nil	Nil	Nil	70,000	5,000	Nil	50,000	8,000	10,000	New	25,000		6,000	3,000	2,000	20,000	199,000
1989	Nil	Nil	Nil	75,000	9,000	Nil	65,000	14,000	17,500	Expen-ditures	25,000	29,000	26,400	3,000	1,500	35,000	300,400
1990	Nil	Nil	Nil	80,000	9,000	Nil	30,000	16,000	52,500		25,000	29,000	26,400	Nil	1,500	40,000	309,400

+ Primary - 1987 = $76,000
(Not a result of OSIS)

C. ADDITIONAL

NEEDS FOR SECONDARY COMPOSITE, VOCATIONAL & VANIER: (As a result of OSIS)

YEAR	Business	Computer	Coop	English	Fam.St.	Guidance	Language	Immer.	History	Math	Music	P.E.&H.	Science	Tech.	Vis.Arts	Geog.	TOTAL
1987	15,000	Nil	Nil	105,000	4,400	Nil	18,600	13,000		59,500	5,000		18,000	25,000	19,363	nil	282,863
1988	40,000	Nil	Nil	190,000	20,000	Nil	95,000	9,000	80,000	79,500	15,000	37,000	60,000	25,000	10,000	60,000	720,500
1989	225,000	Nil	Nil	210,000	20,000	Nil	45,000	12,000	50,000	67,000	15,000	37,000	100,000	25,000	5,000	40,000	851,000
1990	53,000	Nil	Nil	220,000	15,000	Nil	66,000	12,000	30,000		25,000	37,000	200,000	25,000	3,000	20,000	706,000

PLEASE NOTE: Primary Education - upgrading of Teaching material for J.K., S.K., Gr. 1 and Gr. 2 - Sr. Reading Program Upgrade = $76,000

1987 03 31

To the Chairman & Members
Education Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: SCHOOL YEAR AND SCHOOL HOLIDAYS

In accordance with Regulation 822:82 (under the Education Act), boards of Education are required to prepare, adopt and submit to the Regional Directors of Education, Ministry of Education, a yearly school calendar.

Please note the following regarding the 1987-88 calendars:

1. The school year is set to commence on September 8, 1987; we are recommending that the last day of the school year be June 30. The Ministry sees no difficulty with this recommendation since this report recommends a school year of 194 schools days, as required by Regulation 822:82.

2. The recommendation includes 9 professional activity days; Regulation 822:82 requires: "...school year shall include a minimum of 194 school days of which up to 9 days may be designated by the board as professional activity days..."

3. In concert with Regulation 822:82 all secondary schools are within the 15 day maximum allowed for examination purposes.

4. The Ministry requires a minimum of 185 instructional days; this calendar calls for 185.

5. We have worked with the other two boards in Wentworth County in the preparation of our calendars.

6. The recommendations in this calendar were developed by a committee consisting of supervisors, principals, federation representatives and chaired by the superintendent of curriculum & special services.

It is respectfully recommended:

THAT THE ATTACHED CALENDARS FOR THE HAMILTON SCHOOL SYSTEM FOR THE 1987-88 SCHOOL YEAR BE APPROVED.

Prepared & Submitted by:

C. Waterman, Administrative Assistant
C. G. W. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

/mg

PROFESSIONAL ACTIVITY DAYS -- 1986 - 1987

(Evaluation of Days to March, 1987)

1. Curriculum and Instruction/Special Services

1986 04 21 -- (PM) Grades 9-12/OAC (Composite)
1986 10 24 -- Grades 7-13/OAC
1987 01 30 -- (PM) Grades 9-12 (Vocational)
The emphasis during these sessions was on introduction to the implementation of new courses of study being required by new MInistry of Education guidelines as a result of OSIS.

Supervisors report that these sessions were extremely productive and that significant progress has been made both in bringing new program on-line and in developing the new instructional strategies required with a goal to enhancing student classroom experiences.

1987 01 28 -- Primary/Junior (mountain)
1987 02 04 -- Primary/Junior (city)
During these days, the focus of the Primary workshops was on the continuing implementation of the Environmental Studies Units while the Junior Division focussed on the introduction of the new Junior resource document, "Connections".

In the Primary Division, teachers once again took away numerous ideas that they could use in their classrooms immediately to assist in the implementation of Environmental Studies. This program is now largely in place, system wide.

In the Junior Division, the resource document "Connections" was enthusiastically received and the afternoon workshops provided teachers with practical examples of how the strategies could be implemented into existing programs.

Feedback on the two Primary/Junior Days, called "Ages 4 - 12", was extremely positive.

2. Elementary -- In-School P.A. Days

1986 09 12
1986 09 26

Principals and teachers reported a variety of activities on these two days. From developing school plans to creating division plans; from establishing school objectives to negotiating personal objectives; from establishing work groups to develop proposals on identified school initiatives to providing practical workshops with the assistance of curriculum supervisors and consultants; the response from teachers and principals alike indicated that these two in-school days provided an opportunity for everyone to share a clear conception of the school plan for the year and to get off to a positive start.

3. Elementary -- Parent/Teacher Interviews

1986 06 04
1986 12 03
1987 03 11

These days are extremely important to students, teachers and parents/guardians. All groups report that these days were extremely valuable.

4. Turn Around Days

4.1 Composite Secondary, G. P. Vanier, 1987 01 29, 30

These days provided an opportunity for a review of student results and course materials and preparation for second semester, both at the department and school level.

Principals, department heads, teachers and support staff found these days extremely valuable. While the time lines were tight in preparing for the next semester, reports indicated that second semester started smoothly in all schools, due to the time available during these turn around days to make preparations.

4.2 Vocational Secondary, 1987 01 28, 29, 30 (am)

These days provided an opportunity for the following activities:

* review of courses: are they meeting student needs?
* developing student evaluation policies; information on learning styles; implications of OSIS
* community out-reach activities
* exams completed, graded and students placed for second semester

The time was very well used and the objectives were accomplished.

5. Year End Days

5.1 Elementary - 1986 06 27

The opportunity to review the past year and make tentative plans for the coming year were extremely vital to the continuity of school program.

5.2 Composite Secondary, Vocational, G. P. Vanier, 1987 06 24 - 27

The finalization of results, preparation for graduation, establishing classes for the coming year, reviewing program and making modifications based on the review were accomplished during this time period. Again, while time-lines are tight, personnel report that the effective use of this time provided for consistency and continuity from one year to the next.

6. Federation Days

6.1 Hamilton Teachers' Federation -- 1986 11 18

The morning session, with Sharron Stasuik speaking on "Is It Recess Yet?" was held at Hamilton Place with all 1500 elementary teachers in attendance. The focus on recognizing and dealing with stress in the teaching profession.

In the afternoon, there were over 30 workshops foucssing on personal growth, the Hamilton system and classroom concerns. Extensive use was made of board personnel and teaching colleagues as workshop presentors.

The feedback on both morning and afternoon sessions was very positive.

6.2 OSSTF - 1986 04 21

The morning session consisted of a keynote address and a book publishers' display.

The keynote address was delivered by Mr. Marty Kravitz and he spoke on the effective use of new curriculum with an emphasis on special education.

The afternoon session was given over to Supervisors of Curriculum and Instruction. The Supervisors held a variety of workshops with a focus on new curriculum guidelines and new modes of curriculum delivery to improve classroom experiences for students.

Mr. Kravitz's address was timely and provided a consistent framework for the afternoon work sessions. Feedback from workshop leaders and participants was extremely positive and many reported that they would be attempting to begin to introduce the new concepts introduced into school and department plans for the coming year.

6.3 AEFO -- 1986 05 09

This day provided an opportunity for teachers at Vanier to join in workshops with teachers from other French Language Units in the Central Ontario Region to share new trends for French language schools.

Reports from this day were good; Vanier staff found they were able to use ideas gained during this day in making positive adjustments to their program offerings.

PROFESSIONAL ACTIVITY DAYS -- 1987 - 1988

RATIONALE

1. **Curriculum and Instruction/Special Services**

1987 10 27 - Grades 7 - OAC
1988 02 02 - Vocational (AM)
1988 06 29 - Vocational (AM)

The emphasis will be on implementing new courses of study which have been developed as a result of the release of new Ministry of Education guidelines. Within this framework supervisors and their teachers will be dealing with topics such as learning and teaching styles, developing a student centred curriculum, effective student evaluation, efficient classroom management techniques.

1988 01 27 - JK - Grade 6 (Mountain)
1988 02 03 - JK - Grade 6 (City)

Will continue focus on ages 4 - 12 and continue to work at developing program consistency within and across divisions through vehicles such as:
* teaching and learning styles
* student centred classroom
* student evaluation
* classroom management

2. **Elementary - In School P.A. Days**

1987 09 16
1987 10 02

Included in the topics covered on these days are:
* long range planning (schools and division)
* setting goals and objectives (school and individuals)
* in-service in conjunction with supervisors and consultants
* school/system thrusts (eg: student evaluation)
* program planning/team planning
* staff conferences re individual pupils.

3. **Elementary -- Parent-Teacher Interviews**

1987 12 02
1988 03 23
1988 06 08

Home and school communication is one of the most important aspects in the success of the child at school. Working together as a team, the teacher and parent/guardian are able to share in the ongoing development of the individual. The parent-teacher conference is one of the most effective methods of providing the parents with a clear understanding of their child's progress.

Academic progress, social skill development, program modifications, as well as specific and general concerns are some areas discussed. Long range plans re future placements, special education to name but two are also topics that may be discussed.

Although opportunities for conferences are available at any time during the school year on a home or school initiated basis, the three scheduled dates ensure a system directed focus to all parents. As well as interviews on these specific days, some time may be devoted to staff meetings.

4. Turn Around Days

4.1 Composite Secondary, G. P. Vanier -- 1988 02 01, 02

Subject departments will review student results, course materials, course aims and objectives and make necessary revisions. Preparation for semester 2 student course outlines and evaluation methods which will be distributed.

Teachers will complete marking papers; prepare student on a subject basis; assist in organizational plans for semester 2.

Administration and guidance personnel will review student results; counsel semester 1 students -- both those leaving school and those requiring program changes for second semester; handle semester 2 intake of students; conduct a school organizational review preparatory to semester 2.

Librarian will process outstanding book accounts from semester 1 and reorganize library materials and programs in preparation for semester 2 subject requirements.

4.2 Vocational Secondary -- 1988 02 01, 02

The program for the turn around days at the end of each semester is organized by the Principal. The agenda for these days will include the following:

* review of previous semester by staff with appropriate changes in program, student evaluation and timetabling effected for semester 2.
* examination results are analyzed and final grades assigned.
* special evaluation meetings ensure correct placement of students for semester 2.
* specific curricular concerns are addressed by supervisors and consultants.
* professional development activities are scheduled.

5. Year End Days

5.1 Elementary - 1988 06 30

A review of the past year's program is conducted as well as planning and coordinating resources for the coming year.

5.2 Composite Secondary, G. P. Vanier - 1988 06 24 - 30 (inclusive); Vocational Secondary - 1988 06 27 - 30 (inclusive)

Subject departments will review student results; revise courses as necessary; review and reorganize equipment, texts and supplies; inservice staff regarding continuing, revised and new programs for the upcoming school year; meet with subject supervisors in city-wide seminars.

Subject teachers will complete marking papers; participate in promotion meetings; assist in the preparation of student reports, the collection and handling of textbooks, and student counselling on a subject basis; participate in the year end review of the administrative, curricular and non-curricular aspects of the school.

Administration and guidance personnel will review student results; organize and operate promotion meetings; counsel students concerning summer school, need for course changes, need for career reviews; conduct the school year end organizational review with special emphasis on staff inservice needs; participate in graduation activities; revise information bulletins for both students and staff regarding the upcoming school year.

The librarian will process outstanding book accounts from Semester 2; reorganize library materials and programs in preparation for the upcoming school year; conduct an inventory review; participate in a year end library organizational review at both the school and system levels.

6. **Federation Days**

6.1 Hamilton Teachers' Federation - 1987 11 04

6.2 OSSTF - 1988 04 29

6.3 AEFO - 1988 05 06

These days provide opportunities for the federations to bring together all of their teachers in one place at one time, usually for half of the day. During the half day when all the teachers are gathered in one place, an opportunity exists to provide an overview of new trends affecting teachers and students and to set the stage for the series of afternoon workshops which examine, in detail, implications of the new trends and how they can be most positively addressed in Hamilton classrooms.

Ministry of Education Ontario

SCHOOL YEAR CALENDAR 1987 - 1988

School Board: The Board of Education for the City of Hamilton

School: Elementary - LOWER CITY

Elementary ☒
Secondary ☐

Approved by (signature of Board Official)

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September	1	16			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
									H							P												
October	2	19					1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
								P						H											P			
November	1	20		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
						P																						
December	1	13			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
						P													H	H	H	H	H	H	H	H	H	
January		20						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
								H																				
February	1	20		1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29				
						P																						
March	1	17			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
														H	H	H	H	H			P							
April		19						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
								H	H																			
May		21		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
																			H									
June	2	20				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
											P																P	
TOTAL		185																										

Legend: Statutory School Holiday - H Professional Activity Day - P
Scheduled Examination Days - E Half Day - ⅟

50-0997 (1/87)

Ministry of Education Ontario

SCHOOL YEAR CALENDAR 1987 - 1988

School Board: The Board of Education for the City of Hamilton

School: Elementary - MOUNTAIN

Elementary ☒
Secondary ☐

Approved by (signature of Board Official)

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September	1	16			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
									H							P												
October	2	19					1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
								P						H											P			
November	1	20		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
						P																						
December	1	13			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
						P													H	H	H	H	H	H	H	H	H	
January	1	19						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
								H																		P		
February		21		1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29				
March	1	17			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
														H	H	H	H	H			P							
April		19						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
								H	H																			
May		21		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
																			H									
June	2	20				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
											P																P	
TOTAL	9	185																										

Legend: Statutory School Holiday - H Professional Activity Day - P
Scheduled Examination Days - E Half Day - ☑

50-0997 (1/87)

Ministry of Education
Ontario

SCHOOL YEAR CALENDAR 1987 - 1988

School Board: The Board of Education for the City of Hamilton

School: Secondary - Vocational

Elementary ☐
Secondary ☒

Approved by (signature of Board Official)

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September		17			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
									H																			
October	1	20					1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
														H											P			
November		21		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
December		14			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
																			H	H	H	H	H	H	H	H	H	
January	1	15	4					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
								H																E	E	E	E	P
February	2	19		1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29				
				P	P																							
March		18			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
														H	H	H	H	H										
April	1	18						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
								H	H																			
May		21		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
																			H									
June	4	13	5			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
																			E	E	E	E	E	P	P	P	P	
TOTAL	9	176	9																									

Legend: Statutory School Holiday - H Professional Activity Day - P
Scheduled Examination Days - E Half Day - ☑

50-0997 (1/87)

Ministry of Education Ontario

SCHOOL YEAR CALENDAR 1987 - 1988

School Board: The Board of Education for the City of Hamilton

School: Secondary - Composite - Glendale, Sherwood, Churchill, Westdale

Elementary ☐
Secondary ☒

Approved by (signature of Board Official)

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September		17			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
									H																			
October	1	20					1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
														H											P			
November		18	3	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
						E	E	E																				
December		14			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
																			H	H	H	H	H	H	H	H	H	
January		15	5					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
								H																E	E	E	E	E
February	2	19		1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29				
				P	P																							
March		18			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
														H	H	H	H	H										
April	1	15	3					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
								H	H							E	E	E										P
May		21		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
																			H									
June	5	13	4			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
																			E	E	E	E	P	P	P	P	P	
TOTAL	9	170	15																									

Legend: Statutory School Holiday - H Professional Activity Day - P
Scheduled Examination Days - E Half Day - ☑

50-0997 (1/87)

Ministry of Education Ontario

SCHOOL YEAR CALENDAR 1987 - 1988

School Board: The Board of Education for the City of Hamilton

School: Secondary - Composite Westmount, Hill Park, Macdonald, Scott Park, Delta

Elementary ☐
Secondary ☐

Approved by (signature of Board Official)

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week M	1st Week T	1st Week W	1st Week T	1st Week F	2nd Week M	2nd Week T	2nd Week W	2nd Week T	2nd Week F	3rd Week M	3rd Week T	3rd Week W	3rd Week T	3rd Week F	4th Week M	4th Week T	4th Week W	4th Week T	4th Week F	5th Week M	5th Week T	5th Week W	5th Week T	5th Week F
September		17			1	2	3	4	7 H	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
October	1	20					1	2	5	6	7	8	9	12 H	13	14	15	16	19	20	21	22	23	26	27 P	28	29	30
November		18	3	2	3	4 E	5 E	6 E	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
December		14			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21 H	22 H	23 H	24 H	25 H	28 H	29 H	30 H	31 H	
January		15	4					1 H	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26 E	27 E	28 E	29 E
February	2	19		1 P	2 P	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29				
March		18			1	2	3	4	7	8	9	10	11	14 H	15 H	16 H	17 H	18 H	21	22	23	24	25	28	29	30	31	
April	1	15	3					1 H	4 H	5	6	7	8	11	12	13 E	14 E	15 E	18	19	20	21	22	25	26	27	28	29 P
May		21		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 H	24	25	26	27	30	31			
June	5	13	5			1	2	3	6	7	8	9	10	13	14	15	16	17 E	20 E	21 E	22 E	23 E	24 P	27 P	28 P	29 P	30 P	
TOTAL	9	170	15																									

Legend: Statutory School Holiday - H Professional Activity Day - P
Scheduled Examination Days - E Half Day - ☑

50-0997 (1/87)

Ministry of Education
Ontario

SCHOOL YEAR CALENDAR 1987 - 1988

School Board: The Board of Education for the City of Hamilton

School: Secondary - Composite - MacNab

Elementary ☐
Secondary ☐

Approved by (signature of Board Official)

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September		17			1	2	3	4	7 H	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
October	1	20					1	2	5	6	7	8	9	12 H	13	14	15	16	19	20	21	22	23	26	27 P	28	29	30
November		18	2	2	3	4	5 E	6 E	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
December		14			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21 H	22 H	23 H	24 H	25 H	28 H	29 H	30 H	31 H	
January		15	6					1 H	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22 E	25 E	26 E	27 E	28 E	29 E
February	2	19		1 P	2 P	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29				
March		18			1	2	3	4	7	8	9	10	11	14 H	15 H	16 H	17 H	18 H	21	22	23	24	25	28	29	30	31	
April	1	15	2					1 H	4 H	5	6	7	8	11	12	13	14 E	15 E	18	19	20	21	22	25	26	27	28	29 P
May		21	5	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 H	24	25	26	27	30	31			
June	5	13	5			1	2	3	6	7	8	9	10	13	14	15	16	17 E	20 E	21 E	22 E	23 E	24 P	27 P	28 P	29 P	30 P	
TOTAL	9	170	15																									

Legend: Statutory School Holiday - H Professional Activity Day - P
Scheduled Examination Days - E Half Day - ⅟2

50-0997 (1/87)

Ministry of Education Ontario

SCHOOL YEAR CALENDAR 1987 - 1988

School Board: The Board of Education for the City of Hamilton

School: Georges P. Vanier Secondary School

Elementary ☐
Secondary ☒

Approved by (signature of Board Official)

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September		17			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
									H																			
October	1	20					1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
														H											P			
November		19	2	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
									E	E																		
December		14			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
																			H	H	H	H	H	H	H	H	H	
January		15	5					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
								H																E	E	E	E	E
February	2	19		1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29				
				P	P																							
March		18			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
														H	H	H	H	H										
April		17						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
								H	H								E	E										
May	1	20		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
								P											H									
June	5	11	7			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
																E	E	E	E	E	E	E	P	P	P	P	P	
TOTAL	9	170	15																									

Legend: Statutory School Holiday - H Professional Activity Day - P
Scheduled Examination Days - E Half Day - ☑

50-0997 (1/87)

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1987 03 31

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Administrative Exchanges

In view of the large number of potential retirements within the next five-year period staff development is, and must continue to be, a major priority of this Board. We have attempted to improve program and prepare people for positions of added responsibility through activities related to courses and conventions, Board-developed programs, alternative experiences, short-term appointments, secondments (Ministry, DND) and short-term visitations. During the past seven years, all appointments to positions of added responsibility in the academic sector of the Board have been internal. This speaks well for the personnel within the system, but there is a potential for problems related to the development of a narrower approach to problem solving than one might desire.

Other systems face the same dilemma and, as a result, Directors from the Boards of Education for Niagara South, Halton, Waterloo and Hamilton, have met on several occasions to discuss the concept of inter-Board exchange (normally, for a period of one year or less). The model that has been tentatively agreed to would involve personnel at the principal, vice-principal and superintendent levels and would call for a straight exchange so that there would be no cost to the Board involved (with the possible exception of a small travel allowance if distances so warrant). Because the Boards are in close proximity of each other, people who participate in the exchange should, in most cases, be able to commute on a daily basis to the alternative position.

The proposal would enable the Boards to exchange personnel at the vice-principal, principal and superintendent levels. The salaries and benefits would be continued by the employing Board and the individual, while working within the alternative jurisdiction, would be expected to adhere to the policies and regulations of that Board. Through an exchange such as this, it is possible for the individual and the Boards concerned to benefit immensely because of the sharing of new ideas and problem-solving techniques.

The concept has been shared with the principals' associations and the superintendents and there appears to be interest in the proposal. It would be our intention to request formally from the system, applications from individuals who are interested in such an exchange.

Prepared and submitted by: A. J. Krever,
Director of Education and Secretary.

Approved by: Senior Management.

-as

REPORT OF THE COMMITTEE TO EXAMINE THE FUTURE OF SECONDARY SCHOOL ACCOMMODATION ON THE MOUNTAIN

Present: Wesley Hicks (Chairman);
Trustees Deans, Detwiler, Lowe and Van Horne.

Also Present: Trustees Clarke, Ruddle, Vine and Mulholland;
Mr. B. Manson (O.S.S.T.F.); Mr. M. Kilby (Principal - Barton); Mr. K. Hall (Principal - Sherwood) and Mr. S. Massouh (Principal - Vanier).

Officials Present: Mr. A. J. Krever (Director of Education and Secretary),
Mr. A. Stockwell (Area Superintendent),
Mr. J. Forrester (Area Superintendent),
Mr. F. Kelly (Area Superintendent),
Mr. O. Jackson (Supervisor, Research Services),
Mr. E. Hodgins (Administrative Assistant to the Business Administrator/Treasurer)

The Committee recommends:

GENERAL

(a) That the terms of reference for the Committee to Examine the Future of Secondary School Accommodation on the Mountain be adopted as follows:

Terms of Reference

1. To analyze the long-range accommodation and programme needs of secondary schools on the mountain

2. To determine the amount and location of space available for sharing and/or lease and transfer

3. To receive briefs and/or presentations from interested persons or groups from the community

4. To invite presentations to the Committee as deemed appropriate.

Timeline

Report to the Education Management Committee no later than November 30, 1987 or before.

Composition of Committee -

Five trustees chosen by the Chairman of the Board.

Resource People

- three Area Superintendents
- three secondary school Principals
- representatives of the secondary school federation
- Supervisor of Research
- Administrative Assistant to the Business Administrator/Treasurer.

The resource people are non-voting members.

Respectfully submitted,

W. R. Hicks,
Chairman.

Committee Room,
1986 03 04.

REPORT OF THE

SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Mrs. Judith Bishop (Chairman), Trustees Baskin, Ruddle, Van Horne; Mrs. Masters; Miss Dalziel; Drs. Brennan, Jacobs and Newberry.

Also Present: Trustee Mulholland; Mr. D. Hutton, OSSTF; Mr. P. Babcock, HPA; Mrs. P. Kelly, Home and School Association.

Officials Present: Mr. P. Beveridge (Associate Superintendent of Curriculum & Special Services), Mrs. T. Fulton (Administrative Assistant to Director of Education), Mr. D. Kelterborn (Administrative Officer - Business Services), Mr. R. Adams (Supervisor, Special Education), Mr. O. Jackson (Supervisor, Research Services), Mr. D. Simpson (Consultant, Special Education).

The Committee recommends:

GENERAL

a) That the Special Education Advisory Committee of the Board of Education for the City of Hamilton supports the position of the Special Education Advisory Committee of the Board of Education for the City of Toronto that strongly opposes the deletion of section 20(12) from Regulation 262.

b) That the Board of Education for the City of Hamilton when determining accommodation take into consideration the number of special education students in self-contained classes in relation to the number of students in regular classes.

Respectfully submitted,

J. BISHOP,
Chairman.

Meeting Room,
1987 03 25

Education Centre
100 Main Street West
Hamilton, Ontario
1987 03 18

To the Chairman and Members,
Education Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

REVIEW OF ACCOMMODATION OF G. R. ALLAN SCHOOL

1. ANALYSIS OF BRIEF

At the February E.M.C. meeting, the George R. Allan Elementary School Home and School Brief was presented. Parental concerns, as outlined in the brief, touched on:

- Enrolment Trends and Demands on School Space
- Financial Analysis: Rental vs. Building
- Concerns Re: Rental Facility - Educational
- Concerns Re: Rental Facility - Safety

Further analysis of this report, plus information gathered from the oral presentation made at the E.M.C. meeting indicate that the major concern centres around the issue of a "short term solution to a long term problem. As the present solution was proposed at such short notice, costs, other than rent, have been overlooked. There may also have been educational oversights."

Statistics, observations, photographs and opinions are presented in the brief to highlight the desire for a decision to be made, in the near future, that would provide a permanent solution to what is perceived as a long term accommodation need. While a substantial part of the report is devoted to stressing the inadequacy of renting space from Anshe Sholom Temple for a period of one year, it seems that the community can and will support this approach if a decision about a more permanent solution is presented in time to be acted upon by September, 1988.

2. G. R. ALLAN FORECAST (Data for September 30 of each year)

H. B. of ED. OPERATIONAL CAPACITY	ACTUAL 1985	ACTUAL 1986	ENROLMENT FORECAST 1987	1988	1989	1990
444	431	456	474	494	520	515

3. PROPOSED ORGANIZATION FOR SEPTEMBER, 1987

NAME OF TEACHER (Surname Preceding)	Prim. Div.					Jr. Div.			Int. Div.		SPECIAL EDUCATION
	JK	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	
Brownlow, Mrs. Kathryn (.5)	20										
Mackrory, Mrs. Sylvia (.5)	20										
MacMurray, Mrs. Laurie (.5)	20										
Germain, Mrs. Heather		15 15									
Gumbert, Mrs. Penny			24								
Ivask, Mrs. Bonnie			8	15							
Brown, Mrs. Linda (.5)				14	12						
LaCombe, Mrs. Jessie (.5)											
Brewster, Miss Elizabeth					29						
C[illegible]ning, Mrs. Marilyn						26					
Rea, Mrs. Beverley						26					
[illegible]mpson, Mrs. Heather						7	18				
Pawlasek, Mr. Mitchell						10	10				
Aikman, Mr. Murray							28				
Demers, Mlle. Louise-Carole		25 25									
Kelday, Mme. Marie Louise			25								
Lemmond, Mme. Mathilda			25								
Ellis, Mme. Carole				20							
Conlon, Mlle. Julia				20							
Qui, Mlle Est-Ce					22						
Nom, M. Quel					22						
TOTALS	60	80	82	69	85	69	56				

4. SPECIAL NEEDS

The present G. R. Allan school, built in 1927, with additions in 1930, 1940's and 1964, has several shortcomings for the educational needs of the 1980's - 1990's. Demands for space for French Core, music, English for French Immersion students, computers, a room for learning resource teacher to work with children, locating Junior Kindergarten classes above ground level, and more space for small activities are all being considered to meet the special needs of this school. At present there is no room available for special education classes in G. R. Allan and for a school of 500 students, this is a concern. However, for 1987 - 1988 no program problems are anticipated.

5. PROJECTED NEED FOR SPACE (based on increased enrolment forecast)

In 1986, one portable was added to the already existing three outdoor education portables located in the north-west corner of the G. R. Allan site.

In 1987, if portables were to be used to meet the accommodation need of the school, one additional portable would be required. Another portable would have to be added in 1989 to house the expected increase in enrolment. It is noted that the addition of these two portables does not address the space needs outlined in the special needs section above.

6. ALTERNATIVE SOLUTIONS TO SPACE AND EDUCATIONAL NEEDS

In studying the present and future accommodation needs of G. R. Allan, four alternatives were carefully considered. Each possible solution had pros and cons as indicated:

a) The addition of more portables will, in the opinion of the Accommodation Committee, reduce the playground area considerably.

b) A single-storey demountable addition would reduce the paved playground area while not bringing the advantages of demountability because the long-term enrolment forecasts indicate the strong possibility of a stable enrolment in the 515 - 520 student range.

c) A two-storey permanent addition appears to provide for both the best site utilization and the need to make educational space changes to the existing building.

d) Renting space at the adjacent Anshe Sholom Temple, for a period of one year, provides the space required for educational and enrolment needs for the school year 1987 - 1988. This alternative provides the Board of Education with the opportunity to re-examine enrolment statistics forecasted for G. R. Allan before making a decision on a major financial expenditure.

7. CONCLUSION

While it appears the enrolment at G. R. Allan will continue to rise, thus requiring the provision of more space, the Accommodation Committee suggests that a little more time be provided to make certain of the enrolment trend.

Concerns brought out in the Brief by the Home and School will be studied carefully and ways will be sought out to address the eight concerns listed on page 6 of the Brief. At present a mutually agreeable solution is being pursued regarding possible conflicts on holy and "special occasion days" at Anshe Sholom Temple. In addition smaller classes will be placed in the smaller classrooms of Anshe Sholom Temple.

The recommendation to spend $415,000 on a permanent, two-storey addition requires further, careful study. The time provided by the one year rental of four classrooms at Anshe Sholom Temple, will permit such consideration. The possibility of a two-storey demountable is also being studied.

8. RECOMMENDATION

(i) It is recommended that space for up to four classes be rented from Anshe Sholom Temple to provide additional accommodation for G. R. Allan School, for a period of one year.

and

ii) A full review of the educational and space needs of G. R. Allan School be made by the Accommodation Committee, for presentation to the Board in the 1987-1988 Accommodation Report.

PREPARED BY: J. Forrester

APPROVED AND SUBMITTED BY: A. J. Krever

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1987 03 25.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Probationary Staff, effective 1987 04 13, with salaries according to schedule:

Donna J. Marchand (.3)

Jane Pilling

(b) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Patricia Ashton, 1987 02 16 to 1987 03 13 (1/3)

Patricia L. Barr, 1987 04 01 to 1987 06 26

Helen Brown, 1987 02 02 to 1987 02 20 (1.0)
1987 02 23 to 1987 03 13 (.5)

Marisa A. Bucci, 1987 05 04 to 1987 06 26

Art Cseresnyes, 1987 02 02 to 1987 02 27

Adrienne J. Devins, 1987 03 23 to 1987 06 26

Sylvia E. Fitzgerald, 1987 03 30 to 1987 06 26

Brenda Holt, 1987 02 02 to further notice

Harland Izatt, 1987 02 02 to 1987 02 27

Lynne MacDonald, 1987 03 24 to 1987 06 26 (.5)

Edward Nickerson, 1987 02 24 to 1987 06 26

Peter Queck, 1987 02 23 to 1987 03 10 (2/3)

Deanna Richardson, 1987 03 09 to 1987 06 26

(c) That the effective dates of Susan L. Booker's appointment to the Occasional Staff, approved at the April Meeting, be changed to 1987 01 26 (p.m.) to 1987 02 27.

(d) That Tamara Warren be returned from Leave of Absence and assigned teaching duties, effective 1987 04 13.

(e) That the request of Kathleen Comeau for a Maternal Leave of Absence, effective 1987 06 01 to 1987 08 31, be granted in accordance with conditions governing Maternal Leave.

(f) That the requests of the following teachers for Personal Leaves of Absence, effective as shown, be granted:

Alison Darling, 1987 09 01 to 1988 08 31

Helen Donohoe, 1987 09 01 to 1988 08 31

Elizabeth Durritt, 1987 09 01 to 1988 08 31

Pamela Kovacek, 1987 03 23 to 1987 08 31

Beverley Rea, 1987 04 13 to 1987 08 31

(g) That the request of Linda Stirling for an extension of her Personal Leave of Absence, effective 1987 09 01 to 1988 08 31, be granted.

(h) That the requests of the following teachers for Long Term Disability Leaves of Absence, effective as shown, be granted:

Margaret Ainsworth, 1986 11 03 (p.m.)

Douglas Burton, 1986 10 27 (p.m.)

Blake Galloway, 1986 01 23 to 1987 12 31

Victoria Williams, 1987 03 13

(i) That the request of Doreen Walsh, for an extension of her Long Term Disability Leave of Absence, effective 1987 09 01 to 1988 09 31, be granted.

(j) That the resignations of the following teachers, who are retiring on superannuation, effective 1987 06 30, be accepted with regret, and that they be considered for gratuity in accordance with the Board's plan:

M. Bernice Bennett

James Dodds

Maureen Kinnaird

Eugene MacDonald

Shirley Macnamara

Edna May

Michael Shaboluk

(k) That the timetable of Louise Fowler be increased from 3/6 to 4/6 (4/6 Sem. 1 and 4/6 Sem. 2), effective 1987 02 02.

(l) That approval be given to the loan of the following teachers to the Department of National Defence, to teach in Europe, under the usual contract arrangement, for the period 1987 09 01 to 1989 08 31:

David W. Donat

Constance McKnight

Frank J. Szabo

(m) That up to 100 students of the Grade 12 Urban Geography Course from Hamilton Schools be permitted to attend a four day field trip in Montreal from 1987 04 22-25 (Wednesday to Saturday).

(n) That one teacher for every 15 students, plus the Geography Supervisor or designate, supervise the geography field study to Montreal, 1987 04 22-25, and that each receive $180.00 for their expenses.

(o) That the following trip requests be approved:

(i) Bennetto. Grade 8, Ottawa, 1987 06 03-05 (Wednesday to Friday)

(ii) Bennetto, Grades 6&7, Midland, 1987 06 19

(iii) Dalewood, Grade 8, Ottawa, 1987 06 03-07 (Wednesday to Sunday)

(iv) Prince of Wales, Grade 8, Ottawa, 1987 05 20-22 (Wednesday to Friday)

(v) R. A. Riddell, Grade 8, Quebec City, Quebec, 1987 05 06-09 (Wednesday to Saturday)

(vi) Westmount, Grades 9-13, Outdoor Education, Algonquin Park, 1987 05 06-09 (Wednesday to Saturday)

(vii) Westmount, Grades 9-13, Outdoor Education, Algonquin Park 1987 05 13-16 (Wednesday to Saturday)

Superintendent of Curriculum & Special Services

Elementary/Secondary:

(a) That a grant application in the amount of $5,220.00 to Employment and Immigration Canada, Challenge '87 - SEED (Summer Employment/Experience Development) for two people to repair, refurbish, and restock science kits from May 4 to August 14, 1987 at a cost of $486.00 to the Board, be approved.

(b) That a grant application in the amount of $5,938.00 to Employment and Immigration Canada, Challenge '87 - SEED (Summer Employment/Experience Development) for 6 reading instructors for the See and Be Reading Program at Parkdale and Robert Land Elementary Schools from June 29 to August 14, 1987 at a cost of $546.00 to the Board, be approved.

(c) That a grant application in the amount of $4,872.00 to Employment and Immigration Canada, Challenge '87 - SEED (Summer Employment/Experience Development) for 4 people to complete an Library Inventory and Card Catalogue update at Sir John A. Macdonald Secondary School between May 4 to August 11, 1987 at a cost of $451.00 to the Board, be approved.

(d) That a grant application in the amount of $3480.00 to Employment and Immigration Canada, Challenge '87 - SEED (Summer Employment/Experience Development) for 5 Summer School Monitors at Macdonald, Scott Park and Sherwood Secondary Schools from June 29 to August 11, 1987 at a cost of $313.00 to the Board, be approved.

(e) That a grant application in the amount of $5,568.00 to Employment and Immigration Canada, Challenge '87 - SEED (Summer Employment/Experience Development) for 4 people to complete a Library Inventory and update at Hill Park Secondary School between May 4 and June 26, 1987 at a cost of $478.00 to the Board, be approved.

(f) That a grant application in the amount of $14,783.00 to Employment and Immigration Canada for a Work Orientation Workshop, through the Lawrence Alternative Program and Supertops Foods, from June 15 to August 21, 1987 employing one leader and one assistant instructor at no cost to the Board be approved.

(g) That a grant application in the amount of $14,783.00 to Employment and Immigration Canada for a Work Orientation Workshop, through the Lawrence Alternative Program and The Barn Supermarkets, from June 15 to August 21, 1987 employing one leader and one assistant instructor at no cost to the Board be approved.

(h) That the names of those texts listed be approved for use in the schools and be added to the lists of texts previously approved by the Board of Education for the City of Hamilton.

PARENTS OF HANDICAPPED CHILDREN
THORNBRAE PUBLIC SCHOOL
DEVELOPMENTAL CLASS

March 26 1987

Hamilton Board of Education
P.O. Box 558
Hamilton, Ontario

Attn: Education Management Committee

We are here to present our case to the Education Management Committee, on behalf of the Developmentally Handicapped Children, regarding the transfer of program from Thornbrae Public School to Huntington Park Public School.

Two Years ago our children were transferred from the Child Development Centre, a program run by the Hamilton and District Association for the Mentally Retarded, to Thornbrae Public School. At the time we understood this to be a permanent placement. Now you want to move them to Huntington Park School. We feel this would be a negative move for our children.

Integration is one of our main concerns. At Thornbrae we feel we have made great progress. As parents we know how our children respond to circumstances. When they are content in an environment we see an improvement in their health, their physical and motor development, their emotional state and commumication skills to the point that one of the children now walks and speaks the occassional word. Most of these accomplishments we feel have been due to the interaction with other children. At Thornbrae ours is the only special needs class and they have student volunteers, from other classes, who take the opportunity at break periods to spend constructive time with them. The other children will feed them their snacks, come for music circles, take them for walks inside the school or outside on the playground, and assist them on craft days to do hand over hand training.

At Huntington our children's class would be one of several special education classes therefore we feel the involvement with student volunteers would be greatly decreased.

We fully understand the board's position due to the increased population in the Thornbrae area. We are questioning whether portables would be a possible alternative to moving our children. At the present time one is being used at the school and we can forsee the need for others in the future. Another question we are raising is whether there is another school either on the mountain or in the lower city that our children could attend instead of Huntington.

Several other people and groups, whose concerns are handicapped children have expressed their feelings in regards to moving our children and the majority are opposed to it. They feel that the number of special classes at Huntington is too great and therefore placement there would be detremental to our children's well-being.

We made a request, at our meeting with Mr Peter Beveridge on March 9, to have him contact Dr Colin Pryor on our behalf. We would like him to make a psychological assessment as to how this move would effect the entire student body. To date we have had no responce to our request.

I would like to thank you for giving us the time to present this issue to the Education Management Committee and now the other parents and I are prepared to answer any questions you may have.

THANK YOU

1987 03 31

To The Chairman & Members
The Education Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: MCMASTER TEEN PROJECT PROGRESS REPORT

The Purpose of the McMaster Teen Project:

To (plan, implement and) evaluate an intervention designed to significantly decrease the pregnancy rate among adolescents (ages 13 to 16).

Background:

In April of 1983, the board approved the "McMaster University Teenage Pregnancy Study" as it then was called.

The report (see attached) is a review of the activities of the McMaster Teen Project from September, 1984 to November, 1986. It includes the results of analysis of data from the pretest for all students and posttest for the original group.

Design of Study:

All schools in the Hamilton Board of Education with Grade 7 and 8 students were stratified according to school size. Schools were randomly allocated to the experimental and control groups. The experimental group received a specially-designed educational program led by tutors who had participated in a tutor training program. Students in the control schools continued to receive the conventional health curriculum. The education program offered to the experimental group consisted of 10 fifty minute co-educational small group (approximately 8 students per group) sessions, which focussed on issues concerning problem solving and responsible decison-making, puberty, relationships, influence of peer pressure and the media, stages of physical intimacy and consequences of teenage pregnancy.

Data were gathered from students in both the experimental and control schools prior to the educational program, and approximately one month after its completion. All students will be posttested annually until the end of their 16th year. The data collected include information about experience with sexual intercourse, use of contraception, pregnancy, and locus of control, as well as demographic information.

In September, 1984, thirteen schools were initially assigned to the experimental group, with the plan that the nine schools with the highest consent rates would be included in the trial. The exclusion of the remaining four schools created some concern. First, the parental interest in three of the four schools was high, as indicated by consent rates of 83.6%, 77.6%, 76.6% and 47.6%. Second, teachers from these schools felt that their students had a particularly strong need for the program. Two schools were inner city ones, where social problems are common among students. Given this willingness to participate in the study, and given the increased statistical power resulting from the larger sample size, the Research Team applied for, and received funding to carry out

the educational program and testing in these additional schools during the 1985/86 school year. Parental consent was obtained for 82.7% of students (n = 795) and pretesting was carried out in the fall of 1985. These students participated in the 10 session educational program between January and March, 1986. They completed Posttest1 in June, 1986 and will be tested annually until the end of their 16th year. (Last administration of the test to be completed in 1990.)

Current Curriculum Directions as a Result of the Project:

The Ministry of Education will be releasing a grade 7-12 physical and health education guideline which has sexuality topics such as conception control and sexually transmitted diseases to be taught in grades 7 and 8. This fall the Ministry will be giving direction on the integration of AIDS education into the health curriculum.

The Physical and Health Education Department has a design team which is currently preparing a sexuality unit for grades 7 and 8. The units will be based on developing responsible decision-making and problem solving skills, communication skills and a positive self-concept. Knowledge content will include a review of male and female anatomy, sexually transmitted disease, adolescent changes and conception control. It is anticipated that the units will be ready for pilot testing in the fall.

Over the last two years, the health consultant has supported health education through the following means: (i) updating teaching resources and films; (ii) ongoing inservice; (iii) establishing a strong working relationship with the Public Health Department; (iv) regular school visits and (v) the establishment of two health curriculum steering committees. These committees have teachers, librarians and parents providing input and expertise.

It is respectfully recommended:

THAT THIS REPORT BE RECEIVED FOR INFORMATION.

Prepared by: D. Calder, Phys. Ed. & Health Supervisor
C. Waterman, Administrative Assistant
C. McKague, Superintendent of Curriculum & Special Services
Helen Thomas, McMaster University
Susan Marks, McMaster University

Submitted by: C. G. W. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

McMASTER TEEN PROJECT

REPORT PREPARED FOR
THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

RESULTS TO DATE - March 12, 1987

The results are displayed in TABLES 1, 2 and 3 on page 2. **TABLE 1** outlines the number of students who participated in the Project (2982 students in total) and their average age at the first test. This pretest was conducted in November, 1984, before the experimental group of students received the educational program.

Pretest results are shown in **TABLE 2**. At that time, 18.9% of all students reported being sexually active. In both the experimental and control groups, more males than females had experienced sexual intercourse. Both of these findings are similar to those reported for same aged American populations. Twenty per cent of those who were sexually active reported always using a birth control method. This is also in keeping with reports by others. There were 4 pregnancies reported.

The educational program was given to the students between January and March, 1985. Posttest 1 was conducted in April, 1985 (approximately 5 months after the Pretest). Posttest 1 results are displayed in **TABLE 3**. More students reported both being sexually active (26% versus 18.9%) and always using a method of birth control (28.3% versus 20%) than at Pretest. The number of reported pregnancies was 15. Because Posttest 1 was conducted immediately following the program, and students were asked to report all sexual behaviour from the date of the Pretest, these differences cannot likely be attributed to the educational program, but rather to student development. Although the rates of sexual activity, use of birth control and pregnancy are a concern, the fact that the overwhelming majority (74%) of students are not yet sexually active is encouraging. Hopefully, future posttests will show that the students who received the program are sexually responsible, and consequently, their pregnancy rates will decrease. Testing is continuing each April, and the results will be reported on an annual basis.

The study and its results to date have been presented at both international and national conferences. Academics and professionals working in this field are interested in the study methodology and the unique student educational program. In response to that interest, the McMaster Project Team is planning a workshop in the fall of 1987 for people across the country who want to initiate similar programs in their communities.

The Project Team appreciates the on-going support and cooperation of the Board of Education for the City of Hamilton, school principals, teachers, parents and students.

TABLE 1

DESCRIPTION OF STUDENTS AT PRETEST

November 1984

	EXPERIMENTAL GROUP	CONTROL GROUP
No. of female students	820	650
No. of male students	842	580
TOTAL	1662	1230
AVERAGE AGE	12.7	12.7

TABLE 2

REPORTED SEXUAL ACTIVITY, BIRTH CONTROL USE AND PREGNANCY AMOUNG STUDENTS AT PRETEST

	EXPERIMENTAL GROUP		CONTROL GROUP	
	MALES	FEMALES	MALES	FEMALES
Sexually Active	228(27%)	104(13%)	129(22%)	85(13%)
Always Use a Birth Control Method (% of sexually active)	45(20%)	18(17%)	29(23%)	15(18%)
Pregnancy		2		2

TABLE 3

REPORTED SEXUAL ACTIVITY, BIRTH CONTROL USE AND PREGNANCY AMONG STUDENTS AT POSTTEST 1

April 1985

	EXPERIMENTAL GROUP		CONTROL GROUP	
	MALES	FEMALES	MALES	FEMALES
Sexually Active	298(37%)	147(19%)	156(29%)	133(21%)
Always Use a Birth Control Method (% of sexually active)	93(31%)	42(29%)	39(25%)	37(28%)
Pregnancy		8		7

100 Main Street West
Hamilton, Ontario
1987 03 31

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: SUMMER SKILL PROGRAM

The Summer Skill Program which has been operated by the Board of Education for the City of Hamilton since 1967 continues to attract large numbers of young people. These are senior elementary students (grades 6, 7 and 8) from Hamilton and surrounding schools who are too young for gainful summer employment, yet too old for playground activities.

A total of 613 students participated in the 1986 program. A large variety of courses draw many students to these programs and the enrolment continues to grow. It is understandable that the areas of computer-related courses attract the larges number; however, the areas of drama, cooking and physical education also have their followings. With locations in many areas of the city, an opportunity is available to communities to participate.

Recommendations:

1. That, subject to sufficient enrolment, the 1987 Summer Skill Program operate at Barton, Delta, Hill Park and Sir John A. Macdonald Secondary Schools from July 20 to August 14, 1987, inclusive.

2. That, subject to sufficient enrolment, Linden Park, A. M. Cunningham and Richard Beasley gymnasia be used for some of the physical activities.

3. That, subject to sufficient enrolment and as in past years, a teacher co-ordinator be appointed to each of the four skill program locations.

Prepared by: Cliff H. Howell, Supervisor of Continuing Education

Submitted by: Peter S. Beveridge
Associate Superintendent of Curriculum & Special Services

Approved by: A. J. Krever
Director of Education

100 Main Street West
Hamilton, Ontario
1987 03 31

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: ONTARIO CHILD HEALTH STUDY (OCHS)
A Province-Wide Survey of the Psychiatric Health of Children age four to sixteen

BACKGROUND INFORMATION

In the school year 1983, our Board was involved in a province wide survey of approximately 3300 children 4 to 16 years of age. This sample of children was obtained through the use of a stratified random sample of households taken from the 1981 census. The results of the survey clearly indicate that school information obtained from teachers of participating students was invaluable in evaluating the strengths and weaknesses of students in the school setting.

This study is very important for at least two reasons:

. It can help to identify the individuals and populations with the greatest risk of impairment so that health, education and social services can be allocated rationally.

. It can be used to assess the factors and mechanisms associated with impairment which can provide the basis for developing and evaluating promising primary prevention and other intervention programs. It may well produce strategies and resources that support our Early Identification Program.

A number of the results of the initial OCHS study are seen to be extremely valuable. In light of our Pryor/Wilkinson study of conduct disorders (sub-committee of the Discipline Committee), one of the survey results, as follows, would appear to be in concert with their early findings.

> "Ontario schools play a major role in the delivery of services to children with special needs. The data suggests that the school services are geared more to helping those with physical or developmental disabilities than in providing for the needs of children with emotional problems."
>
> "These children are more often seen by the family doctor or by the school system, although a substantial proportion go unrecognized and untreated."

Therefore, it would seem that current internal and external studies are suggesting that efforts must be focussed on the identification and treatment of students with emotional disorders.

CURRENT REQUEST

Recently, we have received a request from the OCHS researchers Offord and Boyle to have our Board involved in phase two of this important study. The attached written detail will elaborate on tasks for teachers, procedures to be followed and reinforce the importance of the study.

RECOMMENDATIONS

Since we have already participated in stage one of this project, and

Since this study, which is financed by the Ontario Ministries of Health and Community & Social Services, can be of direct benefit to administration, staff, students and parents,

It is recommended:

> That the Hamilton Board support the request to be involved in a province-wide follow-up study of students who participated in the 1983 Ontario Child Health Study.

Prepared and Submitted by: Peter S. Beveridge
Associate Superintendent of Curriculum and Special Services

Approved by: A. J. Krever
Director of Education

Operating Division
CHEDOKE HOSPITAL
Sanatorium Road, Hamilton
L8N 3Z5
(416) 521-2100

Chedoke-McMaster Hospitals

Box 2000, Station 'A', 1200 Main Street West, Hamilton, Ontario L8N 3Z5 (416) 521-2100

Operating Division
McMASTER UNIVERSITY
MEDICAL CENTRE
1200 Main Street West, Hamilto
L8N 3Z5
(416) 521-2100

CHILD EPIDEMIOLOGY UNIT, ADMINISTRATION BUILDING, CHEDOKE DIVISION
Extension 7358

February 12, 1987.

A. J. Krever,
Director of Education,
Hamilton Board of Education,
Box 558,
100 Main Street West,,
Hamilton, Ontario.
L8N 3L1

Dear Sir or Madam:

We are writing to request the cooperation of you, your Board and your teachers in a province-wide follow-up study of children who participated in the Ontario Child Health Study (OCHS) in 1983.

Since the original sample came from all parts of the Province, the cooperation of the majority of school boards in the Province is needed for the follow-up, as it was in the original survey. Thus, it is not feasible for us to complete specific forms (if required) by individual school boards. Instead, we are hoping in this letter (with its attachments) to cover the main points about our request in an acceptable manner. If, however, this is in any way inadequate for you and your colleagues to evaluate this request, please let us know and we will respond promptly to the points that you raise.

Brief Description of Project

The OCHS was a province-wide survey of approximately 3300 children 4 to 16 years of age carried out in early 1983. The sample of children was obtained through the use of a stratified random sample of households taken from the 1981 census. The major purpose of the survey was to learn more about the physical and emotional health of Ontario children (4 to 16 years of age). Additional aims included: identifying factors that are associated with poor health or adjustment, for instance, welfare status and disturbed family relationships; discovering the types and frequency of associated impairments, such as poor school performance, in children with poor physical and emotional health; and lastly, documenting the utilization of services in the health, social service and educational domains by different groups of children. School information obtained from teachers of participating children was invaluable in evaluating the strengths and weaknesses of children in the school setting. The enclosed booklet entitled "The Ontario Child Health Study: Summary of Initial Findings" provides an overview of the methodology and some preliminary results from the OCHS.

A follow-up of the original sample is to be carried out in April of this year. It is planned that information will be gathered from parents, teachers and the youths themselves, 12 years of age and older. The follow-up study will provide much needed information on the course of childhood problems and on the factors that predict a severe course. In addition, new knowledge will be available on variables that protect children from high-risk backgrounds from becoming troublesome and discouraged.

Project Support

The funds for this study are being provided jointly by the Ontario Ministries of Health and Community and Social Services.

Number of Subjects

Approximately 3300 children (and their families) from across the Province will be involved in the follow-up study. In any one school board, the number of children involved should not be more than 1 in 500. Most classroom teachers will have no children in the study and it is highly unlikely that a teacher will have more than one child in the study.

Proposed Task for Teachers

Teachers will be asked to complete a checklist on any child in their classroom included in the follow-up. It takes, on average, 15 to 20 minutes to complete. The items address primarily aspects of classroom behaviour. The checklist to be used among 6 to 11 year olds is nearly identical to the OCHS-3C form used in the original survey and this form is appended.

The checklist for adolescents 12 to 16 is shorter and more general than the version for younger children because it is unlikely that senior public and high school teachers will have detailed knowledge of most children in their classes because of the rotary system. This checklist should take an average 10 to 15 minutes to complete. A draft copy of the form for 12 to 16 year olds is attached.

Procedures to be Followed

1. The field work for the survey will be carried out by the Special Surveys Branch of Statistics Canada. They also did the field work for the original survey.

2. At the time the Statistics Canada interviewers conduct a home interview, they will obtain parental consent to obtain school data.

3. Each interviewer will deliver personally to the principal of each school the form to be completed by the classroom teacher with the parental signed consent attached. In the case of high school students it is hoped that the vice-principal or guidance counsellor or some other appropriate faculty member will decide who is best qualified to complete the form on a particular student. For elementary school students, this person will be the classroom teacher. It is planned that the checklists will be dropped off at the schools by the interviewers during the week of May 11.

4. The interviewer will pick up the completed form in three or four days time.

Ethical Considerations

1. As noted above, teachers will be asked to complete forms only with parental consent. A copy of this consent form is attached.

2. The names of students are known only by Statistics Canada.

3. The information gathered from parents, youths and teachers by Statistics Canada can be shared with McMaster University only with parental consent. No names of students will be given to McMaster University.

4. Write-ups of these data by McMaster University personnel can never include information that would identify particular children.

Importance of Teacher Input

Without a high cooperation rate from teachers, the study results will be significantly compromised. For instance, in the original OCHS, teacher data were the major and most valuable source of information in identifying emotionally disturbed children.

Importance of the Study

This is the first study of its kind and scope carried out in Canada and elsewhere. The results will have both administrative and scientific value. In the administrative domain, the more accurate identification of children with persistent adjustment problems, will permit a more efficient targeting of intervention efforts including school-based treatment programs. The ascertainment with more certainty of groups at high-risk for disorder will make it possible to direct prevention and treatment efforts with greater efficiency. In the scientific area, the identification of high-risk factors for disorder is a necessary

prerequisite for any prevention programs. It allows the formation of hypothesized causal chains which can serve as the basis for primary prevention efforts.

Timing of Study

We appreciate the fact that for certain school boards the lead time we are providing for approval is rather short. Further, we understand that May is probably not an ideal month to ask for the cooperation of teachers in a research project. However, these timing issues were out of our control because of the late notification of the release of funds for the project. This in turn was due in large part to the fact that two Ministries were prepared to provide funds for the project and the mechanisms of joint funding had to be worked out. We ask for your understanding regarding this problem.

Feedback

We will be happy to provide you with appropriate feedback on our work and we have been, and will continue to be, available for speaking engagements presenting data on and implications of the original and follow-up surveys.

We hope the above is suitable and we look forward to hearing from you at your earliest convenience.

Sincerely,

D. R. Offord, M.D.
Professor of Psychiatry
McMaster University
Research Director
Chedoke Child and
Family Centre

Michael H. Boyle, M.Sc.
Research Associate
Department of Psychiatry
McMaster University

Address: Child Epidemiology Unit
Chedoke Child and Family Centre
Chedoke Division
Chedoke-McMaster Hospitals
Box 2000, Station A
Hamilton, Ontario
L8N 3Z5

Phone: 416-521-2100; Extension 7358

/hlr

1987 03 24.

TO THE CHAIRMAN AND MEMBERS,
EDUCATION MANAGEMENT COMMITTEE.

ELEMENTARY/SECONDARY

Ladies and Gentlemen:

RE: PROGRESS REPORT - COMMITTEE TO STUDY THE FUTURE OF FRENCH IMMERSION

In 1984, the Board of Education for the City of Hamilton established the Committee to Study the Future of French Immersion in elementary schools of the Hamilton Board of Education. This committee has been reconstituted since then and received reports for information; among them were Accommodation for French Immersion, Single Track French Immersion Centre - Central Mountain Location and Dual Track French Immersion.

The committee met twice in 1986 and at the May Board meeting held on 1986 05 08, a report by the Committee to Study the Future of French Immersion was adopted that continued the Junior Kindergarten to Grade 5 French Immersion Program at schools such as George R. Allan, Earl Kitchener, A. M. Cunningham, Peace Memorial with the Grades 6 to 8 program being continued at Ryerson and Cardinal Heights.

The report also established a French Immersion Program at Glen Echo School and placed three portables in the Pauline Johnson/Cardinal Heights site to accommodate the French Immersion program for approximately one or two years with the entire Junior French Immersion program at Pauline Johnson moving to Norwood Park at the earliest convenience, preferably, September, 1987.

The committee was reconstituted in 1987 and the members requested and received, for information purposes, the following reports:

Early and Late French Immersion
French Immersion for the Gifted
Extended French Immersion Programs

The Committee to Study the Future of French Immersion has now met its mandate and this report is being presented to the Board members for information.

It is therefore recommended:

THAT THIS REPORT BE RECEIVED FOR INFORMATION.

Respectfully submitted,

Canon Joseph Rogers,
Chairman.

*jep

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

CURRICULUM AND SPECIAL SERVICES

TEXTBOOKS

SUBJECT TO BOARD RATIFICATION

COMPOSITE

SECONDARY SCHOOLS

Prepared by:

William Oja,
Textbook Department

Submitted by:

C. G. W. McKague,
Superintendent of Curriculum
and Special Services

Approved by:

A. J. Krever,
Director of
Education

03/87

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

- CURRICULUM AND SPECIAL SERVICES PANEL -

LEGEND OF CODES USED THROUGHOUT THIS REPORT

BASIS OF APPROVAL (APPROVAL CODES)

1 - MINISTRY'S CIRCULAR 14 APPROVAL OR MINISTERIAL "LETTER OF APPROVAL".

2 - PROVISION "2C" OF THE REGULATIONS

E.G.: ENGLISH LITERATURE/THEATRE ARTS
LITTÉRATURE FRANÇAISE
AUTHOR IN MODERN LANGUAGES
THE CLASSICS - LATIN, GREEK
CURRICULUM SUPPORT MATERIALS

3 - SUPPLEMENTARY MATERIALS

DRILL BOOKS, LAB-MANUALS, KITS, READERS, WORKBOOKS, AND OTHER TEXT-RELATED BOOKS/ MATERIALS

5 - NO TEXT IS CURRENTLY BEING LISTED IN CIRCULAR 14 OR THE ONES LISTED ARE NOT SUITABLE TO THE OBJECTIVES OF THE COURSE/ PROGRAM.

6 - TEXT/BOOK HAS BEEN APPROVED FOR SALE BY THE BOOKSTORE OF ONE OF OUR COMPOSITE SECONDARY SCHOOLS

8 - CLASS-SET (NODRIC) APPROVAL ONLY

9 - REFERENCE-BOOK APPROVAL ONLY

T - TEACHER'S EDITIONS, GUIDES, NOTES, RESOURCE BOOKS, INCLUDING TESTPAPERS, ETC.

RESTRICTION/INFORMATION CODES

BS	BOOKSTORE	BOOKS WILL BE SOLD BY OUR COMPOSITE SECONDARY SCHOOLS. E.G.: AUTHORIZED WORKBOOKS, GRADE XIII TEXTS, ETC.
IA	INTERIM APPROVAL	INTERIM APPROVAL BY THE MINISTRY OF EDUCATION ONLY
LQ	LIMITED QUANTITY	APPROVAL FOR THE PURCHASE OF A LIMITED QUANTITY ONLY
LT	LIMITED TIME	LIMITED TIME APPROVAL BY THE MINISTRY OF EDUCATION
MD	MODULE PROGRAM	APPROVED FOR A COMPOSITE SECONDARY SCHOOL'S MODULE PROGRAM
NT	NODRIC TEXTS	APPROVAL WAS GIVEN FOR CLASS-SET(S) ONLY
RE	REFERENCE BOOKS	APPROVAL WAS GIVEN FOR REFERENCE COPIES ONLY
SP	SPECIAL PROGRAM	TO BE USED ONLY WITHIN A SPECIAL PROGRAM OR APPLICATION

KT - KIT
PK - PACKAGE
ST - SET

BOARD RATIFICATION LIST

TEXT TITLE	PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
001 VISUAL ARTS					
ART AND MAN - BOOK 1 -H/R/W-	HOLT, RINEHART + WINSTON	10.00	9	RE	03517
ART AND MAN - BOOK 1 -H/R/W-	HOLT, RINEHART + WINSTON	10.00	9	RE	03533
ART AND MAN - BOOK 2 -H/R/W-	HOLT, RINEHART + WINSTON	10.00	9	RE	03525
VISUAL DIALOGUE, THE - 3RD ED. -H/R/W-	HOLT, RINEHART + WINSTON	25.00	6		28894
002 BUSINESS STUDIES					
ADVERTISING: PLANNING + TECHNIQUES - 2ND EDITION-	GAGE	25.00	8	NT	07575
CANADIAN LAW -4TH EDITION -MHR-1986-	MCGRAW-HILL RYERSON	21.00	3		16550
COMPUTER SCIENCE-PRGM DESIGN & TECHNOLOGY -WILEY-	WILEY	22.50	8	NT	17426
COMPUTER SCIENCE: A STRUCTURED APPROACH -HEATH-1985	HEATH	26.00	1		08094
INSIDE THE CHIP -HAYES-	HAYES PUBLISHING	6.00	8	NT	00273
MARKETING RESEARCH -MHR-1969-	MCGRAW-HILL RYERSON	11.00	3		16683
NORTHERN LIGHTS & FIREFLIES TCHR'S RESOURCE BK -NELSON-	NELSON	23.00	1		11536
PRACTICAL, WORD PROCESSING - KEYBOARDING FOR BUSINESS -	OXFORD UNIVERSITY PRESS	4.00	1		00893
PROBLEM SOLVING & FILING HANDLING -OXFORD-	OXFORD	20.00	3		17244
SYSTEMS ANALYSIS + DESIGN -A SAD CASE STUDY -OXFORD-	OXFORD UNIVERSITY PRESS-	6.50	8	NT	11874
VISUAL MERCHANDISING-PLANNING + TECHNIQUES-2ND EDITION	GAGE PUBLISHING	13.00	8	NT	28878
011 ENGLISH LANG. DEVLPMT					
LITERARY MODES -IRWIN 1984-	IRWIN PUBLISHING	13.00	8		01479
TALK, LOOK, + LISTEN -GLOBE/MODERN-	GLOBE MODERN CURRICULUM	8.00	8	NT	12146
UNDERSTANDING MASS MEDIA -COPP CLARK PITMAN-	NATIONAL TEXTBOOK - CCP-	20.00	9		01297
012 ENGLISH: REMOL COURSE					
SERIES 2000-JOE'S SEARCH, DEATHRIDE, WIMP, LAST WAR	COLLIER MACMILLIAN	17.00 ST	8		01495
TELEVISION AND SOCIETY: AN INVESTIGATIVE APPROACH-1985-	IRWIN	10.00	1		17400
013 ENGLISH DRAMATIC ARTS					
IMPROVISATION -AP-	HARCOURT BRACE JOVANOVICH	15.00	8	NT	17145

TEXT TITLE		PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
		015 ENGLISH LITERATURE				
BIG BROTHER-INSTANT LANGUAGE BUILDERS-LEVEL 1	-METHUEN	METHUEN	70.00 KT	3		14266
LIFE PENALTY	-ACADEMIC BK CARAVAN	ACADEMIC BOOK CARAVANS	5.00	8		00794
PLAYS PLEASANT	-PENGUIN 1984-	ACADEMIC BOOK CARAVANS	7.00	8	NT	00984
		018 ENGLISH STUDIES				
COPING WITH THE MASS MEDIA	-IRWIN-	IRWIN PUBLISHING INC.	15.00	8		17509
DIMENSIONS	-GAGE-1985-	GAGE	10.00	8	NT	17038
HENRI JULIEN ET LA TRADITION ORALE	-DIFFUSION DIMED-	DIFFUSION DIMEDIA INC.	12.00	3		07880
HUMAN VALUES IN DRAMA	-GAGE-	GAGE	10.00	5		16642
JOSHUA THEN AND NOW	-ACADEMIC BK CARA	ACADEMIC BOOK CARAVAN	7.00	2		03475
NEW HORIZONS	-ACADEMIC BK CAR-	ACADEMIC - MCCLELLAND + S	15.00	2		03509
SCARLET PIMPERNEL	-ACADEMIC BK CARA-	ACADEMIC BOOK CARAVANS	4.00	3		07930
STORIES BY CANADIAN WOMEN	-OXFORD-	OXFORD	7.00	8		29058
TAKE OFF	-COLLIER-	COLLIER MACMILLAN CAN INC	4.00	3		29090
TALES OF MYSTERY AND SUSPENSE	-ALLYN AND BACON-	ALLYN AND BACON	6.00	3		29074
WHO'S GOING TO READ THIS ANYWAY - 3RD EDIT.	-H/R/W-	HOLT, RINEHART + WINSTON	14.00	3	NT	03459
WIMP, THE	-COLLIER-MACMILL-	COLLIER MACMILLAN CAN. IN	4.00	2		28902
		020 GEOGRAPHY				
ATLAS OF THE WORLD	-GAGE 1985-	GAGE PUBLISHING	17.50	8	NT	07682
GRANDES PUISSANCES ET LEURS RESSOURCES, LES	-GUERIN-	GUERIN, EDITEUR LTEE.	8.00	1		17475
HUMAN WORLD: A CHANGING PLACE, THE	-WILEY-	WILEY	23.50	1		16758
LANDFORMS	-OXFORD 1986-	OXFORD UNIVERSITY PRESS	12.00	8	NT	02675
NEW STATE OF THE WORLD ATLAS	-COLLINS-	COLLINS	18.00	8	NT	17186
		030 HISTORY				
CANADIAN - AMERICAN RELATIONS	-WILEY-	JOHN WILEY + SONS	89.50	8	NT	03277
CANADIAN-AMERICAN RELATIONS	-PRENTICE HALL-	PRENTICE HALL CAN INC.	73.00	9		07591
EMERGING IDENTITIES	-PR-H-	PRENTICE-HALL	15.00	8	NT	17467

BOARD RATIFICATION LIST

TEXT TITLE		PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
045 FAMILY STUDIES						
CANADIAN FAMILY,THE	-GAGE-1985-	GAGE	20.00	3		17012
CLOTHING: A COMPREHENSIVE STUDY		LIPPINCOTT	25.00	8	NT	17020
CONTEMPORARY MARRIAGE	-AL-&-BC-	ALLYN & BACON - -G/M-	15.00	9	RE	16527
DIMENSIONS OF LIFE	-GAGE-	GAGE	26.00	5		16782
ESSENTIALS OF SOCIOLOGY-2ND ED'N	-HRW-1983-	HOLT,RINEHART	15.00	3		07617
EXPLORING INTERNATIONAL FOOD: TRAVEL CHINA,ITALY,MEXIC		GAGE	17.00	3		07625
FAMILY CASE STUDIES		COLLIER-MACMILLAN	14.00	9	RE	07633
FAMILY IN SOCIAL CONTEXT -6TH EDITION-	-OXFORD-	OXFORD UNIVERSITY PRESS	20.00	8	NT	12252
INFANTS: DEVELOPMENT AND RELATIONSHIPS	-COLLIER-	COLLIER MACMILLAN	27.00	2		07922
INTRODUCTORY SOCIOLOGY	-CMM-1982-	COLLIER MACMILLAN	19.00	3		16618
MANUEL DE COUTURE SIMPLICITY	-SIMPLICITY-	DOMINION SIMPLICITY PATTE	13.50	5		03616
PARENTING: SHAPING THE FUTURE	-ACADEMIC BK CARAV-	MCCLELL + STEW - ACADEMIC	8.00	8		11767
PERSON TO PERSON	-COLLIER-	COLLIER MACMILLAN	23.00	3		28993
STEPS IN HOME LIVING - WORKBOOK	-COLLIER-	COLLIER MACMILLAN CAN. IN	16.00	3		28928
STEPS IN HOME LIVINGS - TEXT	-COLLIER-	COLLIER MACMILLIAN CAN IN	18.00	3		28910
YOUR NUTRITION	-GAGE-	GAGE	27.00	3		29041
050 LANGUAGES: CORE PROG						
C'EST LA VIE	-HARCOURT-	HARCOURT BRACE	17.00	3		29033
CAMBRIDGE LATIN COURSE-UNIT IIIA(STAGES 21-28)	-IRWIN-	IRWIN	7.50	1		17491
CAMBRIDGE LATIN COURSE-UNIT IIIB(STAGES 29-34)	-IRWIN-	IRWIN	7.50	1		17483
DECOUVERTES	-HEATH-	D. C. HEATH	15.00	8	NT	17061
DIS-MOI	-GUERIN-	GUERIN	21.00	3		16691
ENTRE L'AUBE ET LE JOIR	-1985-	PRISE DE PAROLE	5.00	3		16709
ILIAD, THE	ACADEMIC BK CARAVAN-	NEW AMERICAN LIBRARY -ABC	3.00	2		01271
INTRIGUE A PARIS	-AQUILA-	AGUILA	6.00	1		07906
JULIA LATIN READER	-COLLIER-MACMIL-	COLLIER MACMILLIAN	20.00	2		01289

TEXT TITLE	PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
050 LANGUAGES: CORE PROG					
KALIEDOSKOP -H/B/J-	HARCOURT BRACE JOVANOVICH	10.00	3		28969
LANGENSCHEIDT'S ENGLISH/LATIN DICTIONARY -ACADEMIC BK-	ACADEMIC BOOK CARAVAN	5.00	2		00315
LAVALLEVILLE -PRISE DE PAROLE-	PRIS DE PAROLE	2.00	2		28977
MONDE DE DIEUX, LE -HURTUBISE 1985-	EDITIONS HURTUBISE LTEE.	4.00	2		00919
MYTHOLOGIE, LA -MARABOUT-	MARABOUT	9.00	2		28985
PER SAECULA, PART I -ACADEMIC-	ACADEMIC PRESS	7.00	8		29009
PER SAECULA, PART II -ACADEMIC-	ACADEMIC PRESS	6.00	8		29017
PER SAECULA, PART III -ACADEMIC-	ACADEMIC PRESS	6.00	8		29025
PETIT ROBERT #1 -COLLIER MACM	COLLIER-MACMILLAN	50.00	2		03632
TOUT PRES D'ICI -1980- PRISE DE PAROLE-	1-PRISE DE PAROLE	7.50	3		07849
UNSERE FREUNDE - UNBEDINGT LESEN (READER) -HARCOURT-	HARCOURT BRACE	9.00	1		28936
055 LANGUAGES: THE AUTHORS					
CAMBRIDGE LATIN CS 2- STAGES 13-20-TEXTBOOK-CDN ED-GAGE	GAGE	15.00	1		08078
L'ITALIA RACCONTA -COPP CLARK	COPP CLARK	15.00	3		16667
060 MATHEMATICS					
C PRIMER PLUS -CCP -1986-	COPP CLARK	25.00	8	NT	16972
COMPUTER SCIENCE-PRGM DESIGN & TECHNOLOGY -WILEY-	WILEY	22.50	8	NT	17426
HOLTMATH 9 -HRW-1986-	HOLT, RINEHART	24.00	3		17277
HOUGHTON-MIFFLIN MATHEMATICS 9 -H/M-	HOUGHTON-MIFFLIN CAN. LTD	40.00	3		07914
MATH FOR A MODERN WORLD,BOOK 2,3RD.EDITION	GAGE	21.00	1		17285
MATHSCOPE 3 - 1ST EDITION -PRENTICE HALL-	PRENTICE HALL	22.00	1		00802
065 MUSIC					
ALFRED'S NEW BAND METHOD -BOOK-2- -NW-	NORTHWEST	3.00	5		08029
070 PHYSICAL & HEALTH EDUC					
MANUAL OF STRUCTURAL KINESIOLOGY -B&H-	BELL & HOWELL	20.00	8	NT	17392
SPORT IN SOCIETY -B&H-	BELL & HOWELL	15.00	8	NT	17376

TEXT TITLE		PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
		070 PHYSICAL & HEALTH EDUC				
SPORTS IN AMERICA	-RANDOM-	RANDOM	26.50	8	NT	17368
		075 SPECIAL EDUCATION				
HEALTH FOR LIFE	-NELSON 1984-	NELSON PUBLISHING	10.00	8	NT	03558
		080 SCIENCE				
FUNDAMENTALS OF PHYSICS: A SENIOR COURSE	-HEATH-	HEATH	26.00	1		07658
		090 TECHNICAL SUBJECTS				
APPLIED ELECTRONIC CIRCUITS	-MHR-1976-	MCGRAW-HILL RYERSON	26.00	3		16741
HOME MAINTENANCE	-CMM-	COLLIER MACMILLAN	23.00	3		07898
INSTRUMENTATION FOR PROCESS MEASUREMENT	-CHILTON-1980-	CHILTON	22.50	8	NT	17046
LOGIC & MEMORY EXPERIMENTS BOOK II	-CCP-	CCPP CLARK	19.50	3		17202
MATERIALS PROCESSING	-DELMAR PUB-	DELMAR PUBLISHERS INC.	35.00	2		28951
		180 FX: SCIENCES				
ELEMENTS DE CHIMIE MODERNE	-MHR-1981-	MCGRAW-HILL RYERSON	19.00	1		16733

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

C U R R I C U L U M A N D S P E C I A L S E R V I C E S

T E X T B O O K S

SUBJECT TO BOARD RATIFICATION

ELEMENTARY SCHOOLS

Prepared by:

William Oja,
Textbook Department

Submitted by:

C. G. W. McKague,
Superintendent of Curriculum
and Special Services

Approved by:

A. J. Krever,
Director of Education

03/87

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

- CURRICULUM AND SPECIAL SERVICES PANEL -

LEGEND OF CODES USED THROUGHOUT THIS REPORT

BASIS OF APPROVAL (APPROVAL CODES)

1 - MINISTRY'S CIRCULAR 14 APPROVAL OR MINISTERIAL "LETTER OF APPROVAL".

2 - PROVISION "2C" OF THE REGULATIONS

E.G.: ENGLISH LITERATURE/THEATRE ARTS
LITTÉRATURE FRANÇAISE
AUTHOR IN MODERN LANGUAGES
THE CLASSICS - LATIN, GREEK
CURRICULUM SUPPORT MATERIALS

3 - SUPPLEMENTARY MATERIALS

DRILL BOOKS, LAB-MANUALS, KITS, READERS, WORKBOOKS, AND OTHER TEXT-RELATED BOOKS/ MATERIALS

5 - NO TEXT IS CURRENTLY BEING LISTED IN CIRCULAR 14 OR THE ONES LISTED ARE NOT SUITABLE TO THE OBJECTIVES OF THE COURSE/ PROGRAM.

6 - TEXT/BOOK HAS BEEN APPROVED FOR SALE BY THE BOOKSTORE OF ONE OF OUR COMPOSITE SECONDARY SCHOOLS

8 - CLASS-SET (NODRIC) APPROVAL ONLY

9 - REFERENCE-BOOK APPROVAL ONLY

T - TEACHER'S EDITIONS, GUIDES, NOTES, RESOURCE BOOKS, INCLUDING TESTPAPERS, ETC.

RESTRICTION/INFORMATION CODES

BS	BOOKSTORE	BOOKS WILL BE SOLD BY OUR COMPOSITE SECONDARY SCHOOLS. E.G.: AUTHORIZED WORKBOOKS, GRADE XIII TEXTS, ETC.
IA	INTERIM APPROVAL	INTERIM APPROVAL BY THE MINISTRY OF EDUCATION ONLY
LQ	LIMITED QUANTITY	APPROVAL FOR THE PURCHASE OF A LIMITED QUANTITY ONLY
LT	LIMITED TIME	LIMITED TIME APPROVAL BY THE MINISTRY OF EDUCATION
MD	MODULE PROGRAM	APPROVED FOR A COMPOSITE SECONDARY SCHOOL'S MODULE PROGRAM
NT	NODRIC TEXTS	APPROVAL WAS GIVEN FOR CLASS-SET(S) ONLY
RE	REFERENCE BOOKS	APPROVAL WAS GIVEN FOR REFERENCE COPIES ONLY
SP	SPECIAL PROGRAM	TO BE USED ONLY WITHIN A SPECIAL PROGRAM OR APPLICATION

KT - KIT
PK - PACKAGE
ST - SET

TEXTBOOK PROGRAM - ELEMENTARY SCHOOLS
BOARD RATIFICATION LIST

TEXT TITLE	PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
001 VISUAL ARTS					
NETWORKS -1- BIG BOOKS-READ TODAY,READ TODAY -NELSON-	NELSON	33.00	3		10942
005 PRIMARY EDUCATION					
ADDISON-WESLEY PICTURE DICTIONARY -A-W-	ADDISON-WESLEY	7.00	3		18457
ALL FIVE FAIRY TALE BOOKS DOMINIE PRESS-	DOMINIE PRESS	34.00 KT	3		18465
BROGY: SENTENCE BUILDER KIT -WINTERGREEN	WINTERGREEN	30.00 KT	3		18416
CHILDREN'S LANGUAGE PROGRAM-IND. READNG BKLTS -A-W-1980	ADDISON-WESLEY	20.00 KT	3		18440
EASY EARS -UNIT I (GRADE 1 - 3) -SCHOLASTIC-	SCHOLASTIC	225.00 KT	3		09738
EXPLORATIONS 1, TEACHER RESOURCE BOOK -A-W-	ADDISON-WESLEY	50.00	9	RE	15800
HAPPIER WE'LL BE, THE -SHARED READING BIG BOOK	HOLT,RINEHART & WINSTON	68.00	1		18473
INSTANT LANGUAGE BUILDERS-LEVEL 2 PACKAGE -METHUEN-	METHUEN	70.00 KT	3		14746
LISTEN SPEAK READ, AND SPELL -PMB-	PMB INDUSTRIES	143.50 KT	3		18424
LISTENING TAPES 3 -IMPRESSIONS -HRW-1985	HOLT,RINEHART	64.00 KT	3		10900
LITTLE BRUNA BOOKS - SET OF 8 -SCHOLASTIC-	SCHOLASTIC	32.00 ST	3		09696
NETWORKS -1- DUCKS CAN'T COUNT -IND.READERS- -NELSON-	NELSON	20.00	3		11049
NETWORKS -1- GREEN FOR THE QUEEN -IND.READERS- -NELSON	NELSON	20.00	3		11064
NETWORKS -1- PLAYFUL PENGUINS -IND.READERS- -NELSON-	NELSON	20.00	3		11080
NETWORKS -1- -OUTSIDE THE DOOR -ANTHOLOGIES- -NELSON	NELSON	5.50	3		10991
NETWORKS -1- ACROSS THE WATER -ANTHOLOGIES- -NELSON-	NELSON	5.50	3		11007
NETWORKS -1- BIG BOOKS-ASK A RIDDLE -NELSON-	NELSON	33.00	3		10983
NETWORKS -1- BIG BOOKS-READ TODAY,READ TODAY -NELSON-	NELSON	33.00	3		10942
NETWORKS -1- BIG BOOKS-SING A LULLABY -NELSON-	NELSON	33.00	3		10975
NETWORKS -1- BIG BOOKS-TELL A STORY -NELSON-	NELSON	33.00	3		10967
NETWORKS -1- HOW I SAW THE PARADE -IND.READERS- -NELSON	NELSON	20.00	3		11130
NETWORKS -1- IN THE MEADOW ANTHOLOGIES- -NELSON	NELSON	5.50	3		11031
NETWORKS -1- OLAF READS -IND.READERS- -NELSON-	NELSON	20.00	3		11148
NETWORKS -1- ROUND THE MOUNTAIN -ANTHOLOGIES- -NELSON	NELSON	5.50	3		11023

TEXT TITLE	PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
005 PRIMARY EDUCATION					
NETWORKS -1- THE HOUSE ON THE HILL -IND.READERS-	NELSON	20.00	3		11072
NETWORKS -1- THE LITTLEST PENGUIN -IND.READERS -NELSON	NELSON	20.00	3		11122
NETWORKS -1- UNDER THE ORANGE UMBRELLA -IND.READERS-	NELSON	20.00	3		11056
NETWORKS -1- UNIT ONE ACTIVITY BOOKS -NELSON-	NELSON	3.00	3		09787
NETWORKS -1- UNIT TWO ACTIVITY BOOKS -NELSON-	NELSON	3.00	3		09837
OVER THE MOUNTAIN-IDEA BOOK- -IMPRESSIONS- -HRW-	HOLT,RINEHART	3.50	3		10918
OVER THE MOUNTAIN-STUDENT BOOK-IMPRESSIONS- - HRW-	HOLT,RINEHART	4.00	3		10868
PREDICTABLE STORY BOOKS -SET- -PMB-	PMB INDUSTRIES -07500	89.00 KT	3		17822
RHYMING BINGO -SCHOLAR'S-	SCHOLAR'S CHOICE	9.50	3		18390
SIGHT WORD LAB: SET I -PMB-	PMB INDUSTRIES	81.50 KT	3		18408
THREE I'S PROGRAM -GRADE 3 UNIT -SCHOLASTIC-	SCHOLASTIC	245.00 KT	3		09662
UNDER THE SEA -IDEA BOOK- -IMPRESSIONS- -HRW-	HOLT,RINEHART	3.50	3		10934
UNDER THE SEA-TCHR'S RESOURCE BK -IMPRESSIONS- -HRW-	HOLT,RINEHART	31.50	3		10892
UNDER THE SEA, -STUDENT BOOK-IMPRESSIONS- -HRW-	HOLT,RINEHART	4.00	3		10876
018 ENGLISH STUDIES					
BACKPACKS & BUMBLEBEES -READER- -NELSON-	NELSON	12.00	1		11155
BRIDGES 1 -PRENTICE-HALL -1985-	PRENTICE-HALL	13.50	1		05306
BRIDGES 2 -PRENTICE HALL 1985-	PRENTICE-HALL	13.50	1		04986
BUILDING ENGLISH SKILLS - GRADE 8 -GREEN- -IRWIN-	IRWIN	37.50	3		03830
BUILDING ENGLISH SKILLS, GRADE 7 -RED- -IRWIN 1984-	IRWIN	11.50	3		03780
EARPOWER -UNIT II (GRADE 4 - 6) -SCHOLASTIC-	SCHOLASTIC	225.00 KT	2		09654
ECHOES 1 -OXFORD-	OXFORD UNIVERSITY PRESS-	12.00	1		17939
EVALUATION RESOURCE BOOK-BOOK B-NETWORKS-5- - -NELSON-	NELSON	35.00	3		17921
IMPRESSIONS: CROSS THE GOLDEN RIVER -STUD. ANTHOLOGY-	HOLT RINEHART + WINSTON	13.00	3		05033
IMPRESSIONS: RUN FOREVER -STUD ANTHOLOGY- -H/R/W-	HOLT, RINEHART + WINSTON	13.00	3		05785
IN OTHER WORDS-INTRODUCTORY THESAURUS -HRW-1967	HOLT, RINEHART	6.50	3		17848

BOARD CERTIFICATION LIST

TEXT TITLE		PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
018 ENGLISH STUDIES						
INDIVIDUALIZED READING SKILLS PROGRAM, -ORANGE BOOK-		SCIENCE RESEARCH ASSOC.	14.00	3		18341
INDIVIDUALIZED READING SKILLS PROGRAM,GREEN BOOK		SCIENCE RESEARCH ASSOC.	13.00	3		18374
INDIVIDUALIZED READING SKILLS PROGRAM,YELLOW BOOK		SCIENCE RESEARCH ASSOC.	13.00	3		18333
LDR NETWORKS SERIES -6- -SKY STRIDERS	-NELSON-	NELSON	11.00	1		17954
LDR-STAR FLIGHTS-NETWORKS	-NELSON	NELSON	11.00	1		17947
MY FIRST GOLDEN DICTIONARY	-BRITANNICA-	BRITANNICA	13.50	3		37861
NETWORKS -SKY STRIDERS -TEACHER'S ED'N-6-	-NELSON-	NELSON	9.00	3		17855
NETWORKS -SKY STRIDERS- -SKILLBOOK-6-	-NELSON-	NELSON	3.50	3		18028
NETWORKS -SKY STRIDERS- -TEXT-6-	-NELSON-	NELSON	11.00	3		18044
NETWORKS -STAR FLIGHTS- TEXT-6-	- NELSON-	NELSON	11.00	3		18036
NETWORKS- STAR FLIGHTS- TEACHER'S ED'N-6-		NELSON	9.00	9	RE	17871
NETWORKS-6-STAR FLIGHTS SKILLBOOK	-NELSON-	NELSON	3.50	3		17863
PERFECT SPELLER, THE	-F-W-	FITZHENRY & WHITESIDE	12.50	3		18275
READING AND HOW TEXT - BOOK B-NETWORKS-	-NELSON-	NELSON	8.00	1		37945
READING FOR CONCEPTS,2ND ED.,BOOK B	-MHR-	MCGRAW-HILL RYERSON	9.00	3		17970
READING FOR CONCEPTS,2ND ED'N,BOOK D	-MHR-	MCGRAW-HILL RYERSON	9.00	3		18283
READING FOR CONCEPTS,2ND ED'N,BOOK E	-MHR-	MCGRAW-HILL RYERSON	9.00	3		18291
READING FOR CONCEPTS,2ND ED'N,BOOK G	-MHR-	MCGRAW-HILL RYERSON	9.50	3		18317
READING FOR CONCEPTS,2ND ED'N,BOOK H	-MHR-	MCGRAW-HILL RYERSON	9.50	3		18309
READING FOR CONCEPTS,2ND ED'N,TEACHER'S GUIDE		MCGRAW-HILL RYERSON	7.00	3		17996
READING FOR CONCEPTS,2ND EDN,BOOK C	-MHR-	MCGRAW-HILL RYERSON	9.00	3		17988
SCHOOLHOUSE: COMPREHSION PATTERNS	-S.R.A.-	SCIENCE RESEARCH ASSOC.	210.00	3		28886
SPELL WELL 6	-PR-H-1985-	PRENTICE-HALL	9.00	1		17830
SPRINT READING SKILLS PROGRAM LEVEL 3, SPIRIT MASTERS		SCHOLASTIC 01435-0231	35.00	3		18051
WORDS AND THEIR MEANINGS	-COPP CLARK-	COPP CLARK PITMAN	12.00	3		09779
WRITE ALONG - TEACHING MANUAL	-GLOBE-	GLOBE/MODERN	12.50	9	RE	00562

BOARD [illegible]TIFICATION LIST

TEXT TITLE		PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
		018 ENGLISH STUDIES				
WRITERS' WORLD: EPSILON	-D. C. HEATH-	D. C. HEATH	15.00	1		18002
		020 GEOGRAPHY				
GAGE ATLAS OF THE WORLD	-GAGE 1985-	GAGE EDUCATIONAL PUBLISH.	17.50	1		06445
		025 GUIDANCE				
CAREER PLANNING: LET'S THINK ABOUT YOU	-UNIV OF TORON	UNIV. OF TOR. GUID. CENTR	6.50	5		05348
		027 SOCIAL STUDIES				
LIVING IN CHINA	-IRWIN-	IRWIN	9.00	1		37911
		030 HISTORY				
GREAT CANADIAN LINE -PORTRAITS IN CANADIAN HEROISM		NELSON	22.00	3		17913
		050 LANGUAGES: CORE PROG				
FRANCAIS EN ACTION - 2 - CHEZ MOI, LE	-D.C. HEATH-	D.C. HEATH	8.50	3		00539
PLEINS FEUX SUR LES SCIENCES(L'EXPL DU MONDE NATUREL)		HEATH	24.00	3		37879
PLEINS FEUX SUR LES SCIENCES(L'EXPL DU MONDE PHYSIQUE)		HEATH	24.00	3		37887
		057 FRENCH IMMERSION				
EN FRANCAIS S'IL VOUS PLAIT-LEVEL C-PARTEZ	-CCP-	CCPP CLARK	17.00	3		18515
L'EXPLORATION DU MONDE NATUREL	-HEATH-1985	D. C. HEATH	24.50	3		18507
LA LECTURE SOUS TOUTES SES FROMES 4	-CEC-1972	1- CEC	13.00	3		18499
PRATIQUE DU FRANCAIS, LA, ELEVE 1	-1985	1- GUERIN	6.50	3		18481
PRATIQUE DU FRANCAIS, MAITRE 1	-GUERIN	1-GUERIN	11.50	3		18523
		060 MATHEMATICS				
AGE OF COMPUTER LITERACY		OXFORD UNIVERSITY PRESS	15.50	1		17962
HOLT MATHEMATICS -5- TEACHER'S EDN.	-HRW-1976-	HOLT, RINEHART	32.00	1		08417
HOLT MATHEMATICS SYSTEM, BOOK 5	-H/R/W/-	HOLT, RINEHART + WINSTON	15.00	1		12369
HOUGHTON MIFFLIN MATHEMATICS-4-PROB. SOLV'NG ACTV-10/PK		HOUGHTON MIFFLIN	40.00 KT	3		18432
INTERMEDIATE MATHEMATICS -3- REVISED EDITION	-MCGRAW-	MCGRAW HILL RYERSON	9.90	3		06429
INTERMEDIATE MATHEMATICS 1, 2ND EDITION	-MHR-1986	MCGRAW-HILL RYERSON	15.00	3		16345

TEXT TITLE		PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
060 MATHEMATICS						
JOURNEYS IN MATH - 3 - STUDENT TEXT	-GINN 1986-	GINN AND COMPANY	15.00	3		00190
JOURNEYS IN MATH - 3 - TEACHER'S RESOURCE MANUAL	-GINN-	GINN AND COMPANY	3.50	9	RE	00638
JOURNEYS IN MATH - 3 - TEACHING AIDS	-GINN-	GINN AND COMPANY	25.00 KT	9	RE	02543
JOURNEYS IN MATH - 4 -	-GINN-	GINN AND COMPANY	15.00	2		02535
MATH 5 -TEACHER'S EDITION	-MHR-1985-	MCGRAW-HILL RYERSON	32.00	9	RE	16253
MATHEMATICS 5 -STUDENT TEXT-	- -H/W-	HOUGHTON-MIFFLIN- 1-98005	15.00	3		18077
MATHQUEST 3,CONSUMABLE	-A-W-1986-	ADDISON-WESLEY	15.00	3		16808
MULTIPLICATION BINGO	-SCHOLAR'S	SCHOLAR'S CHOICE	9.50	3		18382
STARTING POINTS IN MATHEMATICS 5-TEXT-	-GINN-	GINN	15.00	1		17814
TROUBLE SHOOTING MATH SKILLS	-HRW-	HOLT,RINEHART,WINSTON	25.00	3		17806
065 MUSIC						
ARRAN KLOSE-CONCONE STUDIES	-BODDINGTON MUSIC-	BELWIN-BODDINGTON MUSIC	4.00	3		09605
CANADA IS ...MUSIC 7-8 - STUDENT SONG BOOK	-GVT-	THOMPSON MUSIC	14.50	1		18010
EASY STEPS TO THE BAND VOL. 1 -TROMBONE BASS CLEF		MUSIC PLUS	8.00	3		18127
EASY STEPS TO THE BAND VOL. 1 EUPHONIUM TREBLE CLEF		MUSIC PLUS	8.00	3		18085
MUSIC BUILDERS II	-BERANDOL-1981-	BERANDOL	42.00 KT	3		18531
MUSIC BUILDERS III	-BERANDOL-1981-	BERANDOL	42.00 KT	3		18549
MUSIC BUILDERS IV	BERANDOL-1981-	BERANDOL	42.00 KT	3		18556
MUSICANADA -3- -PIANO ACCOMPANIMENTS	-H/R/W 1982-	HOLT, RINEHART + WINSTON	20.00	3		00786
MUSICANADA -3- -RESOURCE CENTRE-	-H/R/W 1982-	HOLT, RINEHART + WINSTON	30.00 KT	3		00646
MUSICANADA -4- -PIANO ACCOMPANIMENTS	-H/R/W 1982-	HOLT, RINEHART + WINSTON	20.00	3		04259
MUSICANADA -4- -RESOURCE CENTRE-	-H/R/W 1982-	HOLT, RINEHART + WINSTON	30.00 KT	3		04382
MUSICANADA -5- -PIANO ACCOMPANIMENTS	-H/R/W 1982-	HOLT, RINEHART + WINSTON	20.00	3		03699
MUSICANADA -5- -RESOURCE CENTRE-	-H/R/W 1982-	HOLT, RINEHART + WINSTON	30.00 KT	3		03871
WRITE AGAIN BOOK 6	-GLOBE/MODERN-	GLOBE/MODERN -4557	8.00	3		18168

BOARD CERTIFICATION LIST

TEXT TITLE	PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
070 PHYSICAL & HEALTH EDUC					
CHOOSING GOOD HEALTH 7 -CDN EDITION- -GAGE 1985-	GAGE PUBLISHING	16.50	1		05017
DISCOVERING YOURSELF -GLC/SILVER BURD-	GLC PUBLISHERS	13.00	1		37796

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25071 BG2507
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